DOCUMENT RESUME

ED 292 081 CS 211 001

TITLE	High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Committee on the Role of Journalism in Secondaty Education.
INSTITUTION	Journalism Education Association.
PUB DATE	87
NOTE	138p.; For related document, see CS 211 021.
AVAILABLE FROM	Journalism Education Association, P. O. Box 99, Blue Springs, MO 64015 ($8.50, $5.00 for JEA members; a digest is $3.50, $2.50 for JEA members).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Research/Technical (143) -- Information Analyses (070)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	High Schools; *Journalism; *Journalism Education; School Newspapers; Secondary Education; *Student Publications; Writing (Composition); Writing Skills; Yearbooks
IDENTIFIERS	Journalism Research

ABSTRACT

In response to a resolution adopted by the Journalism Education Association (JEA) which requested a study of both the strengths and problems of scholastic journalism, this report analyzes various aspects of and specific programs in high school journalism, affirming the importance of journalism in secondary education. Summaries of adviser hearings conducted by the Commission on the Role of Journalism in Secondary Education are furnished in the report, and several examples of successful high school newspaper and yearbook programs are examined. The report also discusses responses to an American Society of Newspaper Editors (ASNE) questionnaire, which revealed that high school journalism influences professionals. The report then presents results of a study which compared college grades, American College Testing (ACT) scores, and high school grades between students with and students without high school newspaper or yearbook experience--students with journalism experience achieve higher scores and grades than their counterparts. The relationship of journalism school and teacher education is reviewed in the report, and proposed standards for state-approved teacher education are presented. The report closes with sections on survey conclusions and recommendations for the strengthening of high school journalism education as well as a discussion of model guidelines for publication advisers. A list of additional resources and related readings is also provided. (MM)

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in Secondary Education

THE TENNESSEAN
1100 BROADWAY
NASHVILLE, TENNESSEE 37202

JOHN SEIGENTHALER
PRESIDENT
EDITOR AND PUBLISHER

January 16, 1987

Dear Colleague:

I have read the conclusions and recommendations of the Commission studying the role of journalism in secondary education and am impressed by the findings.

This letter is to express my appreciation to the Journalism Education Association for its initiative in making the study possible.

At the same time I want to express my strong support as a professional journalist, editor and publisher for the recommendations proposed by the Commission.

Most editors and publishers I know now have come to the conclusion that if we are to be able to continue to attract quality journalists from among top college graduates, we must make more aggressive efforts to put them on a career track at the earliest possible moment. That means, of course, that we must get their attention while they are in high school.

With that in mind, the American Society of Newspaper Editors, through its Education for Journalism Committee, has looked to JEA for direction and assistance in discovering ways to enhance the introductory experience to journalism education at the secondary school level.

Professional journalism will benefit immeasurably if the conclusions and recommendations of the JEA Commission report are followed. And the inevitable happy result will be a stream of better educated and more dedicated college graduates flowing into our profession. That, of course, can only result in the opportunity for our readers to be better informed by better journalists.

It also is clear that the recommendations, if they encourage more high school students to embrace journalism, will benefit education. The research of the American College Testing Program makes that clear. It shows that high school students who served on the staffs of high school newspapers and yearbooks had higher ACT scores and higher GPAs as college freshmen than students who had no experience in high school journalism.

The facts, then, make it clear that both professional journalism and the field of education will be the beneficiaries if the recommendations of the Commission are followed.

My thanks to all of you.

Sincerely,

John Seigenthaler

John Seigenthaler

GANNETT
A WORLD OF DIFFERENT VOICES
WHERE FREEDOM SPEAKS

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High School Journalism Confronts Critical Deadline

A comprehensive report prepared by the Journalism Education Association Commission on The Role of Journalism in Secondary Education.

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A digest of the comprehensive report is available for $3.50 ($2.50 for JEA members). The comprehensive report is available for $8.50 ($5 for JEA members). Postage and handling are included.

Write:
Journalism Education Association
P.O. Box 99
Blue Springs, MO 64015

Phone:
(816) 229-1666

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Resolution Adopted November, 18, 1983, by Journalism Education Association

WHEREAS, The Commission on Excellence in Education reported the "teacher preparation curriculum is weighted heavily with courses in 'educational methods' at the expense of courses in subjects to be taught" (p. 22, A Nation at Risk: The Imperative for Educational Reform.)

WHEREAS, The Commission on Excellence in Education reported that "half of the newly employed . . . English teachers are not qualified to teach these subjects."

WHEREAS, The Commission on Excellence in Education recommended that "The teaching of English in high school should equip graduates to (a)comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and discuss ideas intelligently. . . ."

WHEREAS, The Commission on Excellence in Education recommended that "The teaching of social studies in high school be designed to: . . . (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies.

WHEREAS, The Commission on Excellence in Education recommended that "The teaching of computer science in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of other Basics and for personal and work-related purposes . . . ."

WHEREAS, The Commission on Excellence in Education recommended in addition to the Five New Basics listed above that "The high school curriculum should also provide students with programs requiring rigorous effort in subjects that advance students' personal, educational and occupational goals, such as the fine and performing arts and vocational education. These areas complement the New Basics, and they should demand the same level of performance as the Basics."

WHEREAS, Many English teachers are assigned to teach journalism and advise school publications without any training.

WHEREAS, A well-developed journalism program within the school curriculum can meet the recommendations of the Commission on Excellence in Education.

WHEREAS, The Report of the Commission on Excellence in Education does not take note of journalism's place in the curriculum.

THEREFORE, Be it resolved that the Journalism Education Association establish a national commission to study the role of journalism in American education. The commission is to be charged with:

- assessing the quality of journalism teaching and learning;
- studying the relationship between college journalism programs and the training of high school journalism teachers;
- identifying the journalism programs which result in notable student success in college;
- defining the problems which must be faced and overcome if we are successfully to pursue the course of excellence in education.

Commission Members

John W. Wheeler, chairman
Lyons Township High School,
LaGrange, IL

Howard Spanogle, assistant
chairman, Glenbard East
High School, Lombard, IL

John M. Butler, Ph.D.,
Louisiana State University,
Baton Rouge, LA

Robert L. Button,
Grosse Pointe South High
School, Grosse Pointe, MI

Julie E. Dodd, Ed.D.
Oak Ridge High School, Oak
Ridge, TN

Jack Dvorak, Ph.D.
School of Journalism
Indiana University
Bloomington, IN

Thomas Eveslage, Ph.D.
School of Journalism
Temple University
Philadelphia, PA

Samuel Freedman,
The New York Times,
New York City, NY

Bobby Hawthorne,
Interscholastic League Press
Conference, Austin, TX

Linda D. Mook,
Corona Del Mar High,
Newport Beach, CA

Nancy Ruth Patterson,
CITY School, Roanoke, VA

Gordon Roff,
Venture Enterprises, Bothell,
WA

Nancy Rudy,
Tyee Senior High School,
Seattle, WA

Michael Simpson,
National Education
Association, Washington, DC

Dorothy McPhillips,
member ex officio,
JEA president, Pullyallup, WA

Samuel Freedman, Gordon Roff and Michael Simpson did not participate in the Commission's final meetings. Michael Forrester, East Oregonian, Pendleton, OR; John Gardner, Quad City Times, Davenport, IA; and Richard Martin, Kenosha News, Kenosha, WI contributed to the Commission's final discussions.

Contributors

John Bowen, Lakewood High School, Lakewood, OH.

Wayne Brasler, University High School, Chicago, IL.

Molly J. Clemons, Palmer Junior High School, Independence, MO.

Gary Deloyan, Lincoln High School, Stockton, CA.

Thomas E. Engleman, Newspaper Fund, Inc., Dow Jones Newspaper Fund, Princeton, NJ.

Sherry Haklik, North Plainfield High School, North Plainfield, NJ.

Homer L. Hall, Kirkwood High School, Kirkwood, MO.

Freeman B. Hover, Rincon High School, Tucson, AZ.

Barbara Bealor Hines, Howard University, Washington, DC.

Linda Johnson, Highlands High School, Fort Thomas, KY.

Margaret M. Johnston, University of Georgia, Athens, GA.

Lillian Lodge Kopenhaver, Florida International University, North Miami, FL.

Candace M. Perkins, St. Charles High School, St. Charles, IL.

Sister Rita Jeanne, FSPA, St. Rose Convent, La Crosse, WI.

Kenson Siver, Southfield Public Schools, Southfield, MI.

Randy Stano, Miami Herald, Miami FL

Mark Wigginton, Long Beach Press-Telegram, Long Beach, CA.

Illustration by Ches Wajda '87, Lyons Township High School

Of the many rewards, the greatest was the educational challenge high school journalism offered that other curricula did not. It was one of the most important elements in my education, in my personal development and in my contribution to my school and my community.

Advertising account director

In journalism, I learned to be responsible for myself, as well as for my staff. I also learned that if one is going to do a job, it is done right—given 100 percent effort—or not done at all. Professionalism all the way!

Accounting and Spanish major

Preface: Role of Journalism in Secondary Education

Crucial to the success of any journalism program is a teacher/adviser with a whole-hearted interest in the program. The journalism students'dedication is nurtured and training is enhanced when that teacher/adviser also has the support of the school's administration. Vital to that relationship is the college/university journalism school which supplies the support system and provides teacher preparation programs.

Any breakdown in the relationship of these components spells failure, a failure to provide opportunities for students to explore the field as a potential career or to learn about the rights and responsibilities of a free press as a media consumer.

When the Commission on Excellence in Education produced the report, A Nation at Risk, the scene was set for a massive breakdown of communication. In reality though, the report provided an opportunity for the beginning of a dialogue between the three groups.

This report is the beginning of that dialogue. The Resolution adopted by the JEA membership at the November 18, 1983 business meeting requested a study be made not only of the problems but of the strengths of scholastic journalism. "Successful" and "Excellence" dominate the report. The study by the American College Testing (ACT) Program, under the supervision of Jack Dvorak, provides statistical evidence of the value for students of classes in journalism and school publications.

This report does not ignore problems of scholastic journalism. Problems of scholastic journalism are discussed by advisers at the hearings in Little Rock and Seattle. Problems exist in Texas and other states due to state legislation that has impacted high school journalism programs.

The problem of censorship is not dealt with in this report. This does not mean that censorship is not a problem for scholastic journalists. However, that issue was considered to be outside the scope of the Commission's report.

Another problem not addressed in this report is that of minority student participation in scholastic journalism programs. An independent study is needed on that subject. It is worth noting that JEA is cooperating with the American Society of Newspaper Editors in a scholarship program for minority college freshmen who plan to pursue journalism careers.

Not since the release of Captive Voices, the results of

a study by the Robert F. Kennedy Memorial Board of Inquiry into high school journalism, has a national study of high school journalism programs been attempted. Captive Voices, though often criticized for both its approach and its findings, resulted in the establishment of two organizations, the Student Press Law Center and Youth Communications. Captive Voices forced the recognition of the problems of student press First Amendment rights, the lack of administrative support, minority participation and teacher preparation.

It is hoped that the 1987 JEA Commission Report also will serve as a catalyst for discussion and will result in tangible responses. This report should be used by advisers, administrators, professors and professional journalists. It is a beginning, not an ending, to the dialogue needed.

My heartfelt appreciation is extended to John Wheeler, Commission chair, to all Commission members, to our financial supporters, the Gannett Foundation, The Dow Jones Newspaper Fund and the American Newspaper Publishers Association Foundation, without whose support this study and report would not have been made.

A special thanks to John Seigenthaler, editor and publisher of the Nashville Tennessean, for his support when chairing the ASNE Education Committee and for publicly speaking out on behalf of the "high schools' Captive Voices." Michael Forrester, editor of The East Oregonian, maintained contact and support throughout the study. Members of the Secondary Division of AEJMC added their support by working on the Commission and successfully scheduling a mini-plenary at the AEJMC 1986 Convention.

There are many others, too many to name, who deserve a word of thanks for their support, for their letters, their phone calls and their invitations to speak at meetings. They kept the dialogue going.

A special note of thanks goes to Dona, my daughter, whose support provided me with time and energy for the project.

--Dorothy McPhillips
JEA President
January 1987

Introduction: Enhancing an American Tradition

Scholastic journalism is no newcomer to American education. Decades before high school students were expected to demonstrate competence in calculating consumer credit payments, there was The Student Gazette, the first know student newspaper. Published in Philadelphia in 1777-78, the 60 issues included Revolutionary War news and feature material that was aimed specifically at its youthful readers.

From its humble beginnings, scholastic journalism grew with the development of the American high school. By the 1940s, yearbooks and newspapers were as vital to the total educational environment as football teams, marching bands and biology labs. As the language arts value of journalism became increasingly evident, secondary schools in the 1940s began to add academic courses that encouraged student journalists to produce more sophisticated publications to better serve school-community readers. Educational leaders realized that journalism provided challenging learning experiences that complemented other courses and activities.

And while journalism continues to flourish in some schools, changes in educational emphasis, especially the release of A Nation at Risk, threaten to curtail the availability of academically demanding programs for many students.

Responding to the situation, academic associations, in addition to the Journalism Education Association, have affirmed their commitment to the importance of high school journalism

In November 1984, the National Council of Teachers of English endorsed the language arts value of journalism in resolving to support the acceptance into English curricula journalism courses that promote the gathering, writing, editing, interpreting and evaluating of news and information.

Five months later the American Society of Newspaper Editors approved a resolution that encouraged educators to recognize such courses as "academic," particularly when they were "taught by a trained journalism teacher."

In August 1985, the Association for Education in Journalism and Mass Communication unanimously voted their support of "the availability of high school courses" that were academically focused and "taught by qualified journalism teachers."

I also wish to thank Commission members and contributors, named and unnamed, who have volunteered countless hours to this important project. Their

dedication, and especially that of JEA president Dorothy McPhilips, was crucial to the comprehensiveness of the project.

As we mark the Bicentennial of the Constitution with its First Amendment, the Commission hopes the report will spur the revitalization of secondary journalism programs that they will genuinely serve students enrolled in journalism courses, publication staff members and newspaper, yearbook and magazine readers in the same spirit as The Student Gazette did two centuries ago.

--John W. Wheeler
Commission Chairman
January 1987

Report on Adviser Hearings Conducted by the Commission on the Role of Journalism in Secondary Education

Across the United States, journalism teachers struggle with pressures in an effort to achieve quality scholastic journalism programs. The concerns emerged in testimony presented at hearings conducted by the Journalism Education Association's national Commission on the Role of Journalism in Secondary Education. Hearings were conducted at the Journalism Education Association National Scholastic Press Association convention in November 1984 at Little Rock, Arkansas, and in April 1985 at Seattle, Washington.

The areas of concern include academic status for journalism, lack of training and certification for journalism teachers, censorship pressures, financial difficulties, declining student enrollment and lack of support from professional media, colleges, counselors and English teachers.

Of primary concern to advisers attending the hearings was the academic status of journalism at the high school level. Advisers from across the nation reported instances of universities no longer accepting journalism as an English or college-prep elective, high schools that had dropped English or language arts credit for journalism, and publication classes that were relegated to after-school status. Concurrent with these trends are increased graduation requirements established by individual school districts and/or increased admission standards set by universities.

"The buzz word is 'increased standards,'" said Mary Benedict, who retired in May 1986 from Indiana University's School of Journalism, Bloomington. She reported that Indiana increased graduation requirements to include eight semesters of English, excluding production courses such as journalism. Similar changes were reported by advisers attending the hearings from Arizona, Nebraska, California and Michigan.

Gary Lentz, president of the Arizona Interscholastic Press Association, testified that "journalism programs all over Arizona are threatened" as a result of the increase in graudation requirements. Echoing his sentiment was Doyle Schwaninger of Fremont High School in Fremont, Nebraska, president of the Nebraska High School Press Association. Schwaninger reported that in Nebraska "it's up to each individual school whether to count journalism as an English credit, and in those schools that elect not to count

it, it's damaging programs."

Lorrie Wellenstein, newspaper adviser at Shurr High School in Montebello, California, testified that because her students have taken English concurrently with journalism and since journalism is designed as an English elective, they need another elective to graduate. "So consequently," she said, "I have students who've taken four years of the most difficult and rigorous program the school offers and are now being told they have to take a year of art or a year of music or a year of business because journalism is only recognized as an English elective. Flexibility needs to be there."

Lack of flexibility was also cited by Al Grove of Carver High School in Montgomery, Alabama, president of his state's JEA. "It takes more than five years to get approval of the journalism curriculum in Alabama; by the time it is adopted, it is obsolete," he said. He added that the "state does not truly care or view journalism as an entity in itself; rather, it is viewed as just a stepchild of the language arts program."

Reported Gary Lentz: "They [universities] are the ones not accepting journalism as English credit for admission to their universities."

Perhaps a reason universities do not accept journalism as English credit is that "some journalism programs really are not good programs," said Jeff Currie from Oak Park, Illinois.

Colleges also received their share of criticism from advisers. "Colleges are not doing an adequate job of preparing people who go out into the journalistic field, especially those going into journalism education," said Ron Hayes of Idaho. His sentiments were echoed by Jack Harkrider from Anderson High School in Austin, Texas, who said, "Colleges need to reexamine and redefine their journalism education program."

VALUE OF JOURNALISM PROGRAMS

The cross-disciplinary strengths of good journalism programs were cited by journalism advisers attending the hearings. "Journalism uniquely uses so many skills that kids are studying in other classes," said Susan Hathaway from Wheeling High School in Wheeling, Illinois. "For example, you have to have an understanding of certain kinds of math in order to do layout. If you're covering a production such as The King and I, to really understand what the play is about, you need to understand other cultures, so journalism also overlaps into social studies."

Another aspect of journalism underscored by numerous advisers was the necessity of publishing and getting reactions. Beryl Taylor from Pocatello, Idaho, explained, "The one real advantage that journalism has

over any other English program in high school is that the student is not only responsible to write something, but he is responsible for what he's written, and if he makes a mistake, somebody is going to say to him, 'Buddy, you made a mistake.'"

"As basically a college preparatory English teacher for many years, I know that I can teach more writing in journalism," said Pody Keiser of Penn High School in South Bend/Mishawaka, Indiana. "For example, in news writing, I can teach as much research as a college prep program. In teaching feature writing, I can teach as much or more creative writing without any sacrifice of accuracy or truth than I can in my other English classes. And yet, at this point our school--our counselors, our administration, our Board of Education--is rightly concerned about the academic courses, and we are suffering a little bit in terms of attracting the talent that could make a newspaper fly. . . . I would appreciate any help you can give in terms of convincing school boards and probably more importantly state boards of education of the value of academic credit."

Advisers at the hearings offered suggestions on how this might be accomplished. Al Grove urged the Commission "to develop a strategy to convince the state board of education of the value and necessity of high school journalism. This strategy would involve the state press association, the state colleges and universities, local schools, JEA and the legislatures in those states."

Mary Benedict said that "course content should stress the writing process and the teaching that goes on." Adding to this view was another Newspaper Fund Journalism Teacher of the Year, Rod Vahl of Central High School in Davenport, Iowa. He affirmed that "journalism is communication and is an integral part of a language arts program."

CERTIFICATION

According to testimony presented at the hearings, some states require no qualifications for teaching journalism. Where some type of "certification" exists, requirements vary widely from state to state. Furthermore, these requirements may be established by individual state departments of education, universities, school districts or the schools themselves.

Even when states require certification for journalism teachers/advisers, advisers reported that problems abound. Jackie Engle of McPherson High School in McPherson, Kansas, testified that "almost three-fourths of the high schools in the state violated" the 12-hour requirement for certification. "The principals just stepped over it. They said, 'We'll call it

creative writing or something else.' And when we countered by saying, 'You can't do this,' they said, 'Oh, all right. Then we won't have a newspaper or we won't have a yearbook.' So we thought we were in a win/lose situation"--deprive students of a publication because teachers were not certificated or acquiesce to lower standards.

Rod Vahl reported, "Typically, English teachers are assigned the task of sponsoring the publication. . . . They build the program until they personally feel the frustration and the obstacles become overwhelming."

The approach leads to a "massive turnover" of journalism teachers, he added.

A result of unqualified teachers in the journalism program was underscored by Beryl Taylor who said, "When you get people who really don't know what they're doing, that's when you get the underground newspaper and the poorly edited things that get you into trouble with lawsuits. Journalism's bad name comes from poorly trained journalists."

Fern Valentine from Auburn, Washington, added, "I think one reason that freedom of the press is sometimes repressed in Washington state is teachers are untrained as to the rights and responsibilities of the students and of the adviser."

Another repercussion from uncertified teachers in journalism was cited by John Bowen of Lakewood, Ohio. He stated that a possible reason for the lack of professional press support for high school journalism was that "newspapers recognized non-certification of journalism programs led by people who are not well trained so they don't put a whole lot of support into scholastic journalism."

FINANCIAL DIFFICULTIES AND CENSORSHIP

Other advisers described how their programs have been curtailed because of inadequate funding. Complaints ranged from lack of supplies and reduced number of issues of the newspaper to school publication staffs and advisers not being able to take part in critique services, educational workshops or conventions. An Illinois teacher reported her students are being asked to directly subsidize the journalism program through "a $20 participation fee imposed on all activities and sports, including journalism."

Lack of funds to underwrite publications was a major concern of many advisers at the hearings. "Money is always a problem and will continue to be," reported Loraine Gundersen from Boise, Idaho. "I got into the profession because I didn't want to be a business person, but I found to my horror I have to be. . . . I find it demeaning that I have to make my own money to

buy typewriters. I resent that."

Jack Harkrider declared, "When budgets start being tightened, the newspaper will go long before the yearbook will, and that's exactly opposite of the way it should be." He added, districts "must allow a publications program to seek and use advertising."

One of the realities of financing school publications is that the power to grant or withhold funds is determined by school officials. Howard Spanogle, Commission member and adviser from Lombard, Illinois, said that school officials use that power as "a subtle form of censorship." Jack Harkrider agreed: "Censorship is certainly used by simply withholding things that are necessary for a continuing program. . . . Whoever controls the purse strings controls the quality and running of that organization. . . . The less clout that a district has in a journalism program the better off that program will be."

Censorship in more overt forms was also cited by advisers testifying at the hearings. "Censorship is still a reality in Alabama," said Al Grove. "I hear a lot of stories from advisers in our state who indicate (to the principal) that they are doing a story on So-and-So and the principal says, 'No you're not going to do that.'"

Pody Keiser supported a way to avoid confrontation: "We did not go and ask him (principal) if we could do things, but I developed the philosophy that it was not nice to surprise the principal, especially with controversial issues, and it really paid off."

SCHOOL'S ROLE

"I think the very nature of the student newspaper within the school is really the central issue to the whole thing the Commission is doing," stated Jeff Currie. He added that viewing the newspaper as "a communication vehicle" would demonstrate "the validity of the newspaper to the school. A good newspaper would help the whole school. . . . They (school officials) want good communication within the school and a good newspaper can give them that. . . . So you have educational benefits for the whole school and benefits for the people putting out the paper."

"There is a great ignorance on the part of administrators and the general public as to what value, if any, a scholastic journalism program has on the high school level," testified Jack Harkrider.

Advisers also struggled with their own teaching responsibilities and their role in producing the school paper. Mary Ellen Cummings from Esperanza High School in Anaheim, California, reported that she was asked by

her administration to teach remedial English at the same time as the newspaper production class. She reported that with PTA support she was able to go back to teaching the newspaper class only during a single period.

Many advisers attending the hearings documented instances of a lack of both support and communication on the local level.

"When a district school board makes a ruling, we are often not informed of the implications this is going to have for our publications, and by the time we find out what those implications are, going back to the board is not going to change anything," said Lorrie Wellenstein.

Besides instances of censorship, advisers reported most principals weren't aware of what occurs within the journalism program.

"It would be a real eye-opener to him (the principal) if I would take a letter to the editor (containing libel), and say, 'Now look, a new adviser coming in would perhaps not know any better than to print this, or would not see the legal ramifications in printing this,'" said Jackie Engle.

Her views were supported by Jeff Currie, who affirmed, "Administrators could avoid legal problems if they had knowledgeable advisers who could help students understand the power of the press and their legal responsibilities." Support also came from Jackie Engle, who added that "administrators should acknowledge before turning publications over to an inexperienced adviser that it is a public relations tool and consider the power and the permanency of the written word in addition to the high cost of putting out these publications."

"We tend to sit down in our little corners and do our own things with our publications and we don't bother the administration. Maybe we don't communicate enough with them," said Pody Keiser. "I had the experience of having to break in another principal recently, and he came in with some previous misconceptions and hostilities so I made it my key responsibility to communicate with him and try to educate him to some of these things, and I think that as communicators we just have to do that. Communication is difficult, but that is one of our key roles."

Another area of concern was with counselors, especially counselors who were advising students against taking high school journalism courses. Said Candy Perkins, adviser at St. Charles High School in St. Charles, Illinois: "If counselors perceive that even 10 percent of the universities in the country don't accept journalism as English, they counsel students out of journalism." John Bowen added that

most counselors lack an understanding of what journalism is and what it can do. He reported, "In too many cases we have journalism programs that are dumping grounds." Advisers testified that they were "getting kids who are in basic English who cannot write a sentence."

Frustration also came from dealings with English teachers. Lorrie Wellenstein testified, "Our co-workers think we're completely crazy, and they spend a lot of time undermining the effectiveness of our contribution because they'll say, 'Oh, give you another two years and you'll be burned out and you won't want to do this.' They don't really see there is a commitment there a lot of times."

Beryl Taylor added, "I am still amazed that most of the people in the English department think that we write in another language, and they just sort of look down their noses at journalism."

SUPPORT FROM PROFESSIONAL PRESS

Advisers also believed that support for scholastic journalism should come from the professional press.

"Lack of support from the professional media is certainly a problem," said Jeff Currie. "They don't see value in scholastic journalism. If they could be shown the value in significant ways, then that could help and possibly support high school journalism better."

"Daily newspaper editors, members of the American Society of Newspaper Editors, look upon high school as something you have to get through, but not particularly important to anybody's journalism training," said Craig Trygstad from Youth Communications. They fail to see "helping scholastic journalism as part of a greater journalism education training. It isn't just in college that you begin to understand and learn journalism. It has to start much earlier, at age 15 and 16 when teenagers' values are being shaped in all kinds of ways. [That's where students] begin to see that there's a role for a responsible press, and they get to practice it and learn in a very realistic way."

Advisers also claimed that even when the professional press was supportive during a crisis, the professional press failed to see the need for ongoing support.

Advisers testified that in addition to lack of support for the student press, the professional press had had a negative influence on the high school journalism program in several ways. First, Walraven stated, "The salary range in the professional media is so discouraging that this, I'm sure, is one reasen that we do not pull top students into journalism." Second,

Randy Swikle, of Johnsburg High School in McHenry, Illinois, maintained, "The public attitude quite often is negative about the professional media. . . . That attitude carries over and may prejudicially affect school administrators, college administrators and the public's ideas about the student press."

Ways to open the lines of communication were suggested by Fern Valentine, who said, "Advisers should take the initiative to contact the professional press." She suggested "enlisting the help of the community press" by "using a board which calls upon the editor of the local paper to answer press questions and to be a professional resource."

Several advisers attending the hearings urged further involvement of the professional press. "There is a lack of awareness on the part of some of the professional media that they owe, in some respects, or that it should be part of their obligation in other respects, to help as much as the American Medical Association does or General Electric does to some of the universities to promote scholastic journalism, not only on a high school level, but also on a higher level," said Ron Hayes. He added, "We need The Wall Street Journal, we need The New York Times, and we need Time magazine and we need CBS and we need a few of the others that wield a pretty powerful stick to give us a lift. After all, aren't we educating their consumers?"

PUBLIC RELATIONS NEEDED

Many advisers attending the hearings agreed that a better public relations program was needed to benefit high school journalism. Such a program envisioned by Randy Swikle would include "the production of a movie or video tape that could be made available to schools in this country. . . . It should include some portions on student press rights and ethics, and many of the topics that we are all concerned with. I think this would help us with many problems, not just directly with creating a greater degree of empathy and understanding for the student press but ultimately by using this film to show the goals of improving communication and all the research and all the many skills that are put to practical use. I think this would ultimately even help us to gain that recognition from colleges and universities."

He added that a public relations program should "recognize school administrators, board members, members of the community who really contribute to the scholastic press." That way, he said, "Every time we get a certificate on the wall of a principal's office or the school board member or parents, then we've got one more advocate for the student press, and that's

what we need. . . . We need to win decision-makers over."

--Linda Mook
Corona Del Mar
High School,
Newport Beach, CA

Education Reform and Scholastic Journalism: The Texas Experience, a Microcosm

In Texas, before A Nation at Risk, the Texas Legislature passed House Bill 246, providing for a "well-balanced curriculum." It also directed the State Board of Education to designate subjects for curriculum and develop "essential elements" for each subject. More importantly, school districts were told to provide instruction in essential elements to meet accreditation standards, and "to draw upon state curriculum frameworks and program standards as appropriate."

On June 16, 1983, Governor Mark White announced the formation of a Select Committee on Public Education. The committee conducted 11 months of hearings before issuing its report which became the basis of House Bill 72, passed by the Texas Legislature and signed into law July 13, 1984.

Together, HB 246 and HB 72, with its no-pass, no-play rule and teacher competency testing mandate, brought Texas to the forefront of the national education reform movement and into the limelight of the American media.

House Bill 246 changed the statutory structure for public school curriculum in that it repealed laws requiring courses of subjects and established 12 subject areas that constituted a well-balanced curriculum for each school district offering Kindergarten through Grade 12.

According to the law, the "well-balanced" curriculum consists of (1) English language arts; (2) other languages, to the extent possible; (3) mathematics; (4) science; (5) health; (6) physical education (7) fine arts; (8) social studies; (9) economics with emphasis on the free enterprise system and its benefits; (10) business education; (11) vocational education; (12) Texas and United States history as individual subjects in reading courses.

As a result, accreditation standards, graduation requirements, curriculum frameworks and textbooks had to be revised.

The State Board of Education identified six courses related to journalism in its English Language Arts section. For each course, "essential elements" were designated. For instance:

Advanced journalism: Newspaper Production I, II, III include the following essential elements:

Elements and processes used in producing a school newspaper. The students shall be provided

opportunities to:

a. cooperate with other participating persons and organizations in developing a product
b. work within time constraints and budget limitations
c. develop student financial responsibility in producing and publishing materials
d. plan and implement an advertising campaign
e. plan and implement a circulation campaign
f. apply skills in covering events and in writing articles that reflect the variety of school and community life
g. plan dummies and paste up pages
h. select, crop and scale photographs
i. write effective cutlines and headlines and
j. edit and proofread copy, pages and entire issues.

Before House Bill 246 local school districts maintained the power to title journalism courses whatever they wanted to title them, and then to develop curricula to meet needs.

For the course titled, "Reporting," for instance, the Texas Education Agency (TEA) lists the following elements:

1. An introduction to the history of mass media and its role in contemporary society.
2. Study of the basic features of journalism and journalism production.
3. Study of freedom and responsibility of the press.
4. Study of career opportunities in mass communications.
5. Introduction to special techniques of journalistic writing: plan and conduct interviews, gather and write news.
6. Responsibility for news from an assigned beat.

Local districts, however, were under no mandate to follow the recommendations. Before 1980, TEA offered journalism under the title of "Journalism I" and "Journalism II."

In the smaller schools, only one journalism course was provided: Journalism I. Virtually anything and everything--newspaper production, advertising, photojournalism, reporting--fell under its umbrella.

In larger schools, Journalism I served as an introduction to mass communications and journalism, as well as a process to weed out those who could not provide meaningful service to the student publications. Also, in the larger schools the district would develop and mandate stricter course curricula. Journalism I would encompass a specific set of information. Journalism II would encompass a more taxing set of information.

But that structure was a matter of local option.

The State Legislature, working through the Texas Education Code and the Texas Education Agency, did not dictate course content to the district.

"The school districts didn't have to offer the courses," said Dr. Lawrence Richard, an English/Language Arts specialist in the Texas Education Agency Division of Curriculum Development. "If they did offer the course, then the course had to be listed under one of these rubrics--reporting, editing, newspaper production, whatever. So, if the district wanted the course to be TEA accredited, it had to be titled accordingly. That's as deep as TEA's involvement went."

Journalism teachers are generally teachers first, journalists second. And thus, any examination of the effects of House Bill 246 must be seen in terms of its impact on teaching.

First, many teachers complain that HB 246, with its multiplying piles of paperwork and rigid time schedules, eliminates the spontaneity necessary to create a climate conducive to learning. They claim that adherence to the essential elements does not allow advisers to develop skills best suited for specific students.

"Before House Bill 246, I might have a student in my class who was not a particularly proficient writer or designer," one adviser said. "However, that student might become an excellent advertising salesperson. If so, he could concentrate on sales and develop those skills. Now I have to treat all students the same. The change has had a homogenizing effect."

The major area of concern is the two-track graduation plan.

"When I first saw House Bill 246 years ago, I began yelling," said Linda Winder, a 20-year publications adviser at Angleton High School near Houston. "It is our biggest area of concern because, as it is set up today, journalism has no place in the advanced graduation plan. The really bright students are so often attracted to journalism but with only three electives in a four-year plan, they simply cannot work it in."

Winder said some students have resorted to taking correspondence or summer school courses, or enrolling in 7 a.m. courses in order to open up an hour per day for journalism.

"So many of my former students tell me that the process of taking your own material and then developing it into a complete story is far more beneficial than other types of learned writing," Winder said. "When I first entered this profession, journalism was for special students, the straight A English kids. You were invited into the program. It was a big deal.

"Now, all of a sudden, it has been placed below

everything. The college-bound students who have been the heart and soul of these programs no longer have access to the program. That's what really gets to me."

Like many advisers, Winder said that the essential elements have not had a tremendous effect on her program. "In the beginning journalism courses, you find yourself adhering to the essential elements in a traditional teaching/lecturing mode," she said. "But in the advanced courses, the whole concept of following a list of guidelines does not fit for journalism instruction. With the emphasis on production of a publication, you find yourself trying to teach them all at once. You're not teaching any one element at a time or in a sequence.

Unfortunately, administrators expect journalism teachers to document lesson plans in the event questions arise about their adherence to the essential elements. "This is a real problem," Winder said. "When we talk about multiplying paperwork, this is what we're talking about. I know of advisers who color-code their lesson plans, in the event an administrator asks for proof that they're following the essential elements."

But such requests are rare, she added. "In most cases, we're doing what we've been doing for years. Administrators pretty much leave us alone."

Another serious concern to advisers is the diminishing numbers of students in the journalism programs. With fewer electives available and with administrators and counselors pointing students away from journalism into more technical areas, publications advisers say they are seeing a drop in enrollments.

One adviser, whose enrollments had dropped, was asked to consider advising publications at two schools in the same district. Another adviser said she feared she would be asked to advise the junior high publications, should either position become vacant.

Perhaps a greater fear among advisers is the possibility that administrators will use journalism as a "dumping ground" for hard-to-place students. "In the past two years, I've had a huge drop in both the quality and the quantity of students in my programs," said Phyllis Forehand, a 19-year adviser at Arlington High School near Dallas. "The quality kids are having to take the electives in the advanced graduation track and the students who are coming into the program are not interested in writing. They are not kids you want in publications, nor are they the kids who really want to be in publications. They are here to fill out their schedule."

As a result of the changes, advisers generally agree that:

1. The essential elements are being taught, though not

sequentially.
2. Documentation of adherence to the essential elements requirement is generally loosely performed. Administrative demands for documentation have been relaxed as well.
3. The greatest area of concern deals with the reduction in numbers of electives for students in the advanced academic graduation plan, and in the absence of journalism as an advanced academic elective. The situation is potentially the greatest threat to scholastic journalism because of a dramatic loss in the quality and quantity of students.

Except for the impact HB 72 has had on the entire teaching profession, the law has had minimal effect on scholastic journalism, advisers say. The no-pass, no-play rule has disqualified a small number of students from attending workshops and conventions. However, it has not exempted students enrolled in accredited journalism courses from participating in publications work because much of that work is mandated in the essential elements.

Indirectly, however, HB 72 has already had a major impact on scholastic journalism. On December 7, 1985, the appointed State Board of Education repealed the option available to local school districts to permit students to substitute journalism or speech courses for the English IV academic course in the advanced graduation plan. Substitutions in the regular graduation plan were continued.

Subsequent requests to the State Board to reinstate the substitution on a local option basis have failed, despite heavy lobbying efforts by the Texas Daily Newspaper Association, the University of Texas at Austin Department of Journalism and the Texas Association of Journalism Educators.

"Many journalism programs do not emphasize the high level writing and critical thinking skills that the State Board insisted must exist in the advanced graduation plan," said Jack Harkrider, journalism teacher at Austin Anderson High School. "The board members did not want to award elective credit in the advanced graduation plan to student journalists, whose only responsibility on the staff was maintaining an exchange list."

Harkrider, who chairs a Texas Association of Journalism Educators committee on journalism in the Texas school curriculum, said the emphasis of the journalism course must be moved away from production and toward an academic emphasis.

"We are compiling lists of problems and possible solutions to our problems regarding the two graduation plans and the essential elements," he said. "In the long run, we're trying to enhance the scholastics of journalism rather than the production aspects. We're

trying to compile lists of lessons, concepts learned in a bonafide journalism course."

The loss of the substitution has the potential to close the door to journalism for college-bound students since the advance graduation plan only permits three electives in four years of course work.

Another potentially troublesome aspect of HB 72 as it relates to schclastic journalism involves the career ladder. Many advisers fear that journalism teachers will be held responsible for institutional changes that are causing and will continue to cause journalism course enrollments to sink or to be filled with less-talented, less-motivated students.

Also, teachers fear that administrators will use the career ladder as a means of silencing unpopular student opinion.

It is possible--even highly probable--that journalism teachers will be denied places on the career ladder simply because they uphold the First Amendment rights of free speech and free press guaranteed by the Constitution to students.

With the worldwide collapse of the price of oil, the Texas economy has taken a nosedive. No doubt, school districts are going to be hard-pressed for funds in the coming years. And with fewer and fewer dollars available, student newspapers and yearbooks--in fact, the existence of journalism programs--may appear to administrators to be prime targets for cutbacks.

In the years ahead, the programs must become more efficient and more self-sufficient if they are to survive. Critics insist that the programs must return their emphasis to quality writing and critical thinking skills, that journalism must regain its prominence in the academic core of the school's curriculum, and that it should not survive as a "cut and paste" experience.

If journalism is to claim a spot in the advanced graduation plan, then Texas Education Association, working with the state's journalism association, should devise a certification system to ensure that the instructor has an adequate background, either a journalism degree, professional experience of a designated number of advanced academic training hours in journalism. In addition, strict course guidelines emphasizing writing and critical thinking skills should be written, and a method of enforcing the guidelines should be devised.

Evidence of the benefits of a quality journalism/publications program to college-bound students exists in volumes.

--Bobby Hawthorne
Interscholastic League
Press Conference
Austin, Texas

Educational Developments in Other States

Educational developments in other states also have affected journalism programs. Representative situations include the following:

ARIZONA

Amendments to Admission Policies for the Arizona University system in May 1983 clearly spelled out a threat to journalism programs:

"High school English courses taken to satisfy the English competency requirement must include literature and substantial emphasis on grammar and composition. Courses such as journalism, business communications, speech and others that often include some emphasis on grammar or composition may improve a student's ability in English. However, they are not devoted to the study of English and may not be substituted for a regular English course."

In other words, a student may meet the English requirement in high school only by completing four high school credits in English, and journalism cannot be counted for an English credit.

Teacher certification requirements for a secondary certificate (grades 7-12) include one 30-semester hour academic subject field major taught in Arizona public schools. This does not mean that a journalism major is required to teach journalism in Arizona.

CALIFORNIA

While California does not have a journalism teaching certificate requirement, the state does have two active advisers' organizations. Representatives from Northern California Journalism Education Association (NCJEA) and Southern California Journalism Education Association (SCJEA) met in the spring of 1986 with Gene Bradford and George Nemetz of the State Department of Education to discuss the value of journalism and current model programs and to make a case for curriculum standards revisions.

NCJEA designed a model curriculum guide in 1984 to meet the requirements of the University of California admissions. UC officials indicated that the courses would be acceptable with the addition of an expository writing unit and a literature unit.

Unless journalism is an approved English elective, it would not count for entrance to the UC program. Each school must prepare its own curriculum and

register it with the UC as campus approved for UC admission. A course must have the principal's approval before review and documentation must be provided UC by a school to justify evaluation. Journalism teachers in California have found that essentially the same course taught in different schools has been accepted and rejected by UC for entrance to the system.

Carol Hallenbeck, Fullerton Joint Union High School District, developed a high school journalism literature course of study through a California Classroom Teachers Instructional Improvement grant, which has been shared with JEA members through C:JET, Summer 1986.

UC in October 1985 ran a full page ad, which appeared in California newspapers, which said: "Besides the minimum preparation, prospective University students are urged to take a full load of challenging courses, including honors level and Advanced Placement courses in their junior and senior years." Competition for entrance into the system adds to the pressure for students to eliminate publications staff classes. However, California teachers report students taking early bird and summer classes to provide staff time during the year.

COLORADO

The Colorado Commission on Higher Education has ended the major in education at its public colleges. The decision applies to students already enrolled as well as to future students. Students will now work for certification in an academic field and take 20 percent of their work in teaching methods.

FLORIDA

As of fall 1987, 19 academic units are required for entrance to the state university system as follows: four English, four natural science, four math, three social science, two foreign language and two academic electives. Journalism is included in the list of academic electives released by the chancellor's office.

GEORGIA

The implementation of the Quality Basic Education (QBE) Act with the 1986-87 school year has brought uncertainty to Georgia scholastic journalism.

An overly conservative interpretation of QBE in some counties, such as Muscogee county (Columbus), has resulted in the removal of academic credit from programs which once enjoyed that status. These programs exist now in a strictly extracurricular nature.

Other counties such as Dekalbe county (one of several in the Atlanta area) and Bibb county (Macon) are rewriting guidelines in publications courses with more stringent academic requirements. However, in some of these counties, students may receive credit only once; in others, students may receive a unit's credit every year the class is taken.

Because the journalism classes are not clearly delineated in the new funding formula called Full-Time Equivalency (FTE), the classes are varingly classified by different counties--some as academic classes, some as fine arts electives, and some as non-vocational labs. Depending on the label, there are different requirements, concerning class size, for example. Also, depending on the label, the county is given different amounts of funding on a per-student basis. Since no one seems to know what the drafting committee for QBE intended, every county seems to be following local decisions.

The Georgia Assocation of Journalism Directors (GAJD) is trying to get a handle on the situation statement so that it can advise its membership. In the meantime, GAJD passed a resolution supporting academic credit and teacher certification. Certification for journalism instructors in Georgia is non-existent, whether as a full-time teaching field or as an "add-on" area to another field, such as English. Inquiries over the past several years from the GAJD leadership to the state department unfortunately seem to be yielding no movement in that direction.

Several journalism textbooks appear on the official Georgia textbook list, which allows them to be purchased with the state textbook allotment.

The Georgia Scholastic Press Association (GSPA), based at the University of Georgia, is a strong organization. Its one-day spring convention in early May brings 750 students to the Athens campus. A smaller fall workshop is also well-attended. A weeklong, intensive summer workshop for about 60 participants is in its fourth year.

ILLINOIS

The fight in Illinois to keep journalism a legitimate part of the curriculum is two-fold. First, qualified instructors have to be provided who can truly teach journalistic writing, and high school counselors and administrators as well as college admission directors have to realize the value of such courses taught by qualified instructors.

Unlike many states, Illinois has already has a credential requirement for high school journalism instructors. They must have, according to the State

Superintendent of Schools, eight semester hours of journalism and 16 of English, or they must have 18 semester hours of journalism and six of rhetoric and composition. Surveys have shown that as many as half of the schools do not follow this requirement.

Getting colleges to appreciate the value of journalism courses is the current challenge in Illinois. The State of Illinois Board of Higher Education has an advisory committee currently updating university admissions requirements. The group, which must have an acceptable statement by June 1987, has a working draft that journalism teachers in the state are protesting. It reads, in part: "English--Course work should emphasize reading, writing, speaking, and listening. Particularly important is emphasis on sentence structure, paragraph structure, systematic organization, and diction--word choice that is appropriate, clear and, effective. . . . Typically, such courses as general reading, journalism, mass communication, radio/TV/film, and theater are not acceptable."

Obviously, such a statement would be lethal to many high school journalism programs. A letter-writing campaign of JEA members in the state is suggesting the group add: "Journalism courses with curriculum which focuses on the collecting, writing and editing, or the interpretation and evaluation of news and information, would be acceptable for English credit." This statement, approved by the National Council of Teachers of English in 1984, alerts counselors and principals to examine their journalism programs and make sure they are legitimate language arts experiences.

KENTUCKY

In Kentucky any certificated teacher with an English major or minor or a journalism major or minor may teach journalism or mass media. Kentucky's Program of Studies, though not a curriculum guide, offers an official description of the courses which may be offered in the state's schools.

LOUISIANA

Journalism activities are affected by the return to basics in high school programs. Or as the expression goes "as required courses rise in value, electives take a back seat." This is the case among all electives: music, art, band and journalism.

On the plus side of the academic ledger is the requirement that journalism teachers can become certified with 15 hours in journalism.

The State Department of Education initiated a new program in 1986 to enable high schools to provide

yearbook experiences for students. The State Board of Elementary Education (BESE) directed the Office of Academic Programs to develop a guide for teachers that would establish a standard curriculum for teaching yearbook production. The principal requirement of the BESE is that the two yearbook courses, Publication I and Publications III, be structured as academically-oriented electives and that the curriculum guides conform to existing guidelines for all curicula.

In order not to jeapordize existing yearbook programs, all teachers with certificates in journalism, English or business education have been grandfathered into the program. Advisers without those credentials have to complete six hours in journalism during the next two years or complete three hours in photography or three hours in graphic arts or six hours in each. The requirements have to be met by September 1988.

No plans are currently underway to prepare a curriculum guide for newspapers since journalism teachers are required to be certified.

MISSOURI

Missouri high school teachers who meet the state standard for "endorsement" as journalism teachers--currently 21 specified credit hours of journalism--must be fully certificated in at least one other teaching field. Usually that field is English.

Of 122 advisers of the 1985-86 Missouri Interscholastic Press Association, 71 have college English majors and 15 have English minors, a total of 70 percent. A total of 53 or 43 percent have journalism majors or minors.

Almost half of the 122 advisers currently are teaching one or more classes of English in addition to journalism assignments. Only 30 of the teachers spend a major part of their school day (three or more classes) with journalism; about half of the total have only one or two journalism classes.

In Missouri, the historical connection between teaching journalism and teaching English is strong. Before the 1971 state certification changes, the only requirement for teaching journalism was having a valid English certificate. Between 1971 and the 1984 changes, 15 unspecified college hours of journalism were required for a journalism "endorsement." A valid certificate in another field was required and continues to be required. However, the journalism hours for endorsement have been increased to at least 21 in specified fields such as news writing, editing and mass media and society.

The Missouri Interscholastic Press Association at the University of Missouri at Columbia operates under

an advisory council of advisers, MJEA. Five regional groups cooperate under the umbrella of the MJEA, an affiliate of the national JEA. The greatest growth in MIPA membership in the last three years has been in schools under 300 enrollment. Since smaller schools seldom offer more than a staff period for each publication, they are more apt to settle for an untrained journalism teacher.

A "College Recognition Certificate," sometimes called "College Preparatory Studies Certificate," given to top students--to put on their resumes and to show to top colleges that they are truly well-educated students--is presenting a problem in Missouri. MIPA's goal is to see that journalism is included in the state booklet describing all of the courses.

As in other states, Missouri is at the mercy of the college-approved or recommended programs to attract and hold college-bound students.

NEW JERSEY

The New Jersey State Department of Education allows journalism to be substituted for one year of English toward graduation credit or to be used as an academice elective. However, the department of education gives the local school boards the ultimate decision as to whether to grant journalism as a substitute for English, make it an academic elective, or to grant credit as a non-academic course. The curriculum of each school district in New Jersey states whether journalism is considered co-curricular, a substitute for English, or an academic elective course. At the state level, no one knows how many school districts allow journalism as an academic elective or a substitute for English.

The Garden State Scholastic Press Association, founded six years ago, has more than 50 teacher members, most who teach journalism as an elective or produce the newspaper or yearbook on a co-curricular basis. Very few, if any, of these teachers come from schools which allow journalism to be substituted for English. The feeling of the GSPSA executive board members is that administrators and board members are either not aware of the state policy regarding a journalism course or they don't care. In fact, GSPSA members are surprised that the state allows journalism to be substituted for English.

New Jersey requires no certification for journalism teachers. Throughout the state, English, business and social studies teachers adviser school publications; journalism courses are taught by English teachers selected by the administration, or in rare cases, English teachers who volunteer to teach the

subject. Most teachers of journalism in New Jersey have had no journalism courses in college, and a very few have attended the summer courses or workshops for high school journalism teachers.

New Jersey offers no summer journalism workshops for high school publications advisers or their students even though the state has six colleges and universities that offer journalism programs. Perhaps one of the reasons that scholastic journalism in New Jersey has been traditionally poor is because the journalism schools in the state offer nothing for the advancement of the journalism teacher and student.

One newspaper, the Asbury Park Press, runs an annual press day at Monmouth College, which is highly successful. Other New Jersey newspapers participate on a minimal level at the other three press days offered by GSSPA, Rider College and William Paterson College.

GSSPA has been successful in running a fall conference for high school journalism students at Rutgers University. At the conference, which attracts between 600-800 students and their advisers, a write-off is held and sessions are led by professionals and high school advisers. The association also runs a spring advisers session which is well-attended. Only high school newspaper advisers and their students are involved in the GSSPA; no provision has yet been made for yearbook and literary magazine advisers.

NEW MEXICO

Vickie Scorsone, publications adviser from Albuquerque, decided to find out about teaching and curriculum requirements for New Mexico, she discovered that a master's in journalism is not available from any university in New Mexico.

"It was my understanding that you must be certified in journalism in New Mexico in order to teach journalism and advise the paper, but not the yearbook," she wrote. "Many districts do not follow this standard."

Only eight of 23 advisers responding to a survey by Scorsone have a certificate to teach journalism.

Scorsone was told that her high school curriculum development plans for journalism were based on state standards. However, when she searched for a state standards book, she could not find any specific portion related to journalism nor any listing under language arts. She concluded that each district sets its own guidelines.

NEW YORK

All scholastic journalism courses in New York must

be approved by the State Bureau of Curriculum. The courses cannot have as their main purpose the production of a high school newspaper. Course applications cannot state that students are taught skills used in producing a high school newspaper.

In public schools, journalism courses, which fall under the Bureau of English and Reading Education, may be taken as one or two semester electives. The journalism courses may count as a senior English elective if the course description includes skills in language, reading, listening, writing and speaking. An official at the state level could not say how many journalism courses were approved, but she said, "We have six filed filled with approved course proposals."

Journalism teachers require no certification in journalism, only English. However, in New York, teachers may teach one course out of their licensed area. Thus, any teacher may teach journalism.

The Department of Education supports the production of publications as an extracurricular activity, not as an academic elective.

New York state has two active scholastic press associations for high school journalism teachers which hold annual fall conferences and include critiquing of publications and summer workshops. The successful programs are the Empire Scholastic Press Association at Syracuse University, which functions for the state programs, and the Columbia Scholastic Press Association at Columbia University, which functions as a nationwide organization for publication teachers and advisers. Also, a Long Island Scholastic Press Association was formed two years ago for the City's journalism teachers and publications advisers.

NORTH CAROLINA

Most high schools in North Carolina have one year of journalism for credit toward 22 units required for graduation in a four-year program. Usually that class is responsible for the newspaper, with yearbook often offered as an extracurricular activity. Some schools offer three units of newspaper journalism and three units of yearbook journalism.

The North Carolina Scholar's Program initially omitted journalism from its course listing, but it now allows local units to include it to fit individual requests. (There is much confusion and misinformation on this topic at the local level.)

OKLAHOMA

The lists designed by the Council on Instruction for the Oklahoma State Regents of Higher Education

require 11 courses, including English, science, math and history. The recommended courses include four units of course study selected from computer science, foreign language, speech, economics, geography, government, psychology and sociology.

In Oklahoma, 20 units are required by the state for graduation. Because of the recommended course list journalism enrollment is dwindling as college-bound students do not sign up for journalism courses. Most students and parents read this list and see the word recommended and interpret the Regents' suggestions to mean that if students do not have the recommended courses on their transcripts that state colleges will not accept them.

Journalism teachers are working to get journalism on the recommended list.

In Oklahoma yearbook and newspaper courses are currently listed as "activity" credit courses along with band, physical education, library science and sports in the Department of Education Administrators' Handbook. Because the classes are listed in this particular category, students may take only four total credits from this category toward graduation. Since many students combine activity classes, they are limited in the time they have to spend on staff classes.

"We want to move yearbook and newspaper courses taught by certified journalism instructors out of this category into a category of 'activities' that can have more than four credits or into a category of English electives," said Marcia Feisal, JEA Oklahoma director.

Oklahoma currently is the only state that requires a subject matter test for a journalism teacher when entering the field. Six hours of journalism may be counted as part of a language arts major.

New Oklahoma State Department of Education regulations qualify journalism/newspaper/yearbook as an elective course offering through which up to two units of credit may be earned provided the course is taught by a certified teacher.

OREGON

A standard teaching certificate with an additional 12 hours in journalism or a basic teaching certificate with a combined endorsement of 24 quarter hours in journalism, including newswriting, copy editing and high school publications, is required for the teaching of journalism in Oregon.

The Oregon Journalism Education Association (OJEA) argues that people who teach journalism must be certified in journalism and are opposing a trend to include journalism courses as a part of a language arts

major. Only two people in the last three years have received journalism certification in Oregon. The OJEA questions the enforcement of the Teacher Standards and Practices Commission regulations, citing misassignments in journalism, has requested that warnings be issued to schools which do not have certified instructors.

The OJEA is cooperating with the Oregon Newspaper Publishers Association in establishing a field experience program with the goal of providing additional avenues for journalism endorsement.

SOUTH CAROLINA

South Carolina allows journalism to be offered as an academic elective or a course with general credit, but the decision rests with the local school boards. Newspaper Production can be offered for elective credit, but a proposal must be written and submitted every spring calling it an experimental program.

Journalism II is a third year course which must teach more theory than practice. This course is also listed as an experimental program and must have a proposal submitted every spring.

No certification is required for teaching journalism courses.

TENNESSEE

The State Department of Education, in response to a mandate from the Tennessee Board of Education, is developing curriculum frameworks in all subjects, grades K-12, which will serve as the basis for development of curriculum guides. The process is keyed to the textbook adoption cycle, and the language arts curriculum framework which was to be developed during the 1985-86 school year. At the present, however, there is no framework for journalism.

VIRGINIA

Virginia offers journalism as part of the English curriculum. However, as in many states, credit for journalism courses is the option of the local boards of education. Journalism teachers must be certified in English and have taken a minimum of six hours in journalism. In order to teach photography, the teacher must be certified in industrial arts.

WASHINGTON

A survey was conducted in 1984 by the Washington Journalism Education Association with the approval of the Superintendent of Public Instruction. Mailed to all 333 high schools, responses came from 215

journalism teachers from 155 different schools.

Lack of time and lack of training were listed as the most important problems followed by lack of financial support.

More English teachers were advising school publications than were trained journalism teachers, 102 English teachers compared with 24 journalism teachers, 11 art teachers and 12 business ed teachers. Seventy-eight had no course work in journalism or journalism training of any kind.

Of 42 teachers with four to 20 years of experience, none had taken any course work or attended any workshops. Of the 67 who felt they were adequately trained when given the assignment, six had no course work, and 61 had only a summer workshop.

One trend revealed by the survey indicated that long-time teachers were being given publication assignments, usually when enrollments dropped and new teachers were not hired.

Fewer than half the schools had an adopted course of study and even fewer a written publication policy. While journalism received credit of some kind in 110 schools, 90 gave either required English or elective English credit, 13 gave occupational credit and 6 vocational credit on a selective basis.

Any teacher with an in-state certificate after 90 days in the school district may be assigned to any area. Plans are underway to develop endorsements in other than the major teaching area.

"Make it [journalism teacher certification] too difficult for us and we'll drop the program," said an administrator at a recent state certification workshop. There is no requirement for the teaching of journalism unless a teacher is teaching journalism full time.

State curricula guides are offered in the state but not mandated. School districts and often individual schools within a district develop and operate distinctive individual curricula. A state-approved Journalism Curriculum guide was last published in 1966.

A new English Language Arts K-12 Curriculum Guide was developed by the state in conjunction with professional organization representatives in 1985.

Journalism and school publications were discussed and considered during the formative stages and under the modes of reading, writing, speaking and listening. However, by the time the book was edited and published, journalism, as such, was removed from the book. Related activities were reshaped and designed without any consideration for school publications as an outlet for the four modes.

Washington now restricts the practice of assigning teachers to courses outside their endorsements. The state board of education now allows first- and second-

year teachers to teach only subjects in which they have specified numbers of "quarter-hours" of credit (45 for language arts). More experienced teachers, however, can still be assigned two classes in subjects for which they have only nine quarter-hours of study.

WYOMING

Wyoming does not have any designated journalism curriculum or state guidelines. There is no requirement for certification to teach journalism, no requirement for advising either newspaper or yearbook. Twenty-four hours of college English credit and sometimes other classes such as photography are the criteria for the assignment.

GENERAL

INDIANA, NORTH CAROLINA and OREGON require all English-education majors to take a course in communications, mass media or journalism.

The following states allow some hours in journalism to count toward a major or certification in English or language arts. Where no limit is specified, the state did not place a limit; the limits were left to individual institutions. In some states, individual institutions have their own requirements for a major.

CALIFORNIA; DELAWARE, one course in journalism, radio-TV or film; FLORIDA, six hours; GEORGIA 15 quarter hours as related field; GUAM, 15 hours; HAWAII, 15 hours; IDAHO, 15 hours; INDIANA, one required course, more allowed as related field; KANSAS; MICHIGAN, hours allowed as part of language arts major; MISSISSIPPI, 12 hours; MISSOURI, 6 hours; NEVADA, NEW JERSEY, NORTH CAROLINA, one course required, OKLAHOMA; OREGON, one course required, RHODE ISLAND; VIRGINIA, 6 hours.

-Dorothy McPhillips,
Journalism Education
Association
Puyallup, Washington
and
Sherry Haklik
Plainfield High School
North Plainfield, New Jersey

Representative Outstanding Journalism Programs

At first glance, it would have been difficult to select a more diverse group of schools. They ranged from metropolitan Los Angeles to rural North Carolina, from Oak Park and River Forest High School's enrollment of 3,400 to Chicago's University High School's population of 460. The ethnic mix they served ranged from predominantly black Vance High School in Henderson, North Carolina, with its 55-45 percent racial balance to predominantly white Duncanville, (Texas) High School with a 92 percent white population.

What unified the 20 diverse schools surveyed was a commitment to excellence in journalism education and a consistently outstanding track record in winning state and national publication awards. The Commission made no effort to select the 20 best journalism programs in the country; instead, Commission members suggested more than 20 outstanding programs that represent all parts of the country and serve students from diverse ethnic and economic backgrounds.

Advisers of the schools chosen for their diversity were asked to complete surveys about the components that made their programs outstanding. Former students of the programs also answered surveys to identify the impact that an outstanding journalism program can have, whether or not a person pursued a career in journalism.

Students surveyed indicated that participation in high school journalism had been significant in almost every area of their academic and personal development. Almost every student response also indicated that the success of a journalism program was attributed to the adviser responsible for the program.

Most advisers lauded by their former students had majored or minored in journalism in college. Two of the 20 advisers had fewer than six hours of college course work in journalism and had received training primarily at journalism conferences or during summer workshops.

All but two programs surveyed granted students credit for classes that produce the publication.

All but one school sent its editors to state and national conferences at least once a year.

Every school responding offers an introductory course in journalism as a prerequisite for work on the newspaper, yearbook or magazine.

Adviser stipends beyond the base salary range from nothing to $1,000 per publication. Most school

districts give advisers a reduced class load or exemption from other extracurricular sponsorship. One district granted an 11-month contract to the adviser in lieu of a stipend.

All school districts surveyed allowed journalism teachers to attend state and national conventions and most supplied financial support.

Advisers pinpointed respect and support from community, from administrators, from other teachers and from students as essentials for an outstanding journalism department. Advisers surveyed ranked support for their program as average to outstanding.

Typically, advisers surveyed believed that a nationwide mandate to return to the "basics" in high school might reduce the number of students whose schedule could allow participation in journalism as an elective.

The implications of the study are obvious. Outstanding journalism programs do have significant value for those who participate in them. An outstanding adviser deserves to be supported by extra compensation and/or release time. Outstanding programs must be considered an integral and respected part of the curriculum, not an adjunct to it.

--Nancy Ruth Patterson
CITY High School
Roanoke, Virginia

Nearly 200 responses to the informal survey were received from graduates of the following schools:

Beal Junior-Senior High School, Frostburg, Maryland
City High School, Iowa City, Iowa
Duncanville High School, Duncanville, Texas
Fredericksburg High School, Fredericksburg, Texas
Lakewood High School, Lakewood, Ohio
Morgantown High School, Morgantown, West Virginia
Oak Park and River Forest High School, Oak Park, Illinois
Orange High School, Orange, California
Shaker Area Senior High School, Pittsburgh, Pennsylvania
Spring Valley High School, Columbia, South Carolina
Sulphur High School, Sulphur, Oklahoma
University High School, Chicago, Illinois
Vance Senior High School, Henderson, North Carolina
Virginia High School, Bristol, Virginia

Among responses to the survey were the following comments:

[Journalism] prepared me for a lot of composition courses in college. It taught me how to compose at the

typewriter and to correct a lot of mistakes in my head before they got onto the paper.

Restaurant-gift shop manager

Unlike many other projects, journalism produces very visible results and feedback from readers.

Computer Science major

Working on the paper raised my self-confidence and improved my writing skills and people skills.

English-Spanish education major

I learned how to write fast and accurately in a concise manner.

Electrical engineering major

[Journalism gave me] a sense of maturity which came from being responsible for your work both to your readers and the people you work with.

History major

My adviser provided me with the necessary skills to accomplish a taks, but she also inspired the self-confidence I need in my adult life.

Education consultant

[Journalism gave me] the ability to evaluate my own work truthfully; when I did a good job, it felt good to know, and when a bad job was done, I felt a true want for improvement.

Pre-law-political science major

After the chaos and responsiblity of that year [as feature editor], I can handle anything.

History major

[Journalism] really built up my self-confidence, plus it probably remains the most fun I have ever had.

Philosophy major

Journalism taught me a lot about myself as a person. I learned how to relate to people when in a leadership role or as a worker.

Chemistry major

I came to believe I could be successful and do a job well. I was able to work through demands and frustrations to find something great.

Christian education-youth services major

Of the many rewards, the greatest was the educational challenge high school journalism offered that other curricula did not. It was one of the most important

elements in my education, in my personal development and in my contribution to my school and my community.

Advertising account director

I truly believe my high school experience assisted me greatly in law school and in my professional practice.

Attorney

[Journalism gave me] a clear idea that my voice and my opinions can be effective in making people aware and in instigating change.

Psychology-history major

[Journalism gave me] the ability to critically analyze issues--both local and national--and in doing so, I have learned to accept ideas and opinions contrary to my own.

Educational services representative

My high school journalistic experience provided me with the knowledge and skills necessary to stand "head and shoulders above the crowd" of undergraduate journalism students.

Reporter

Providing a service gave me great satisfaciton, knowing that I was informing the student body about events that might affect their lives in some way.

Journalism major

I learned to be responsible for myself, as well as for my staff. I also learned that if one is going to do a job, it is done right--given 100 percent effort--or not done at all. Professionalism all the way!

Accounting and Spanish major

I get a tremendous amount of satisfaction from knowing that I was instrumental in compiling, editing and publishing a work which has so much meaning for so many.

English major

Three Georgia High School Newspaper Programs

Three of the 1986 Georgia Scholastic Press Association winners stand out for their consistency in achieving first- place rankings.

The schools themselves are about as different as one can imagine. Marist School is a prestigious private school in Atlanta. East Coweta High School is a county school in the small town of Senoia, which is south of Atlanta and is a predominantly rural community that also provides housing for Atlanta workers. Northeast High School is in central Georgia. It is in Macon, one of the largest cities of the state. The school is located in what is considered a well-to-do section of the city, but the school has been affected by "white flight" to private schools.

All three schools share important attributes:

- An adviser committed to the task
- A climate conducive to a good newspaper
- Encouragement and support from local professional newspaper
- Exposure for students to opportunities outside of school
- A tradition of quality

The adviser is without a doubt the key to success. He/she sets the tone of the program, be it class or extracurricular activity. He/she provides the continuity year after year--with the student staff, with the administration and faculty colleagues, with the professional press, with the scholastic press organizations. If the adviser is committed to the paper and the staff, believes that the effort to publish is worth the overtime inevitably required, then the students will immerse themselves in the work. If the adviser teaches, the students will learn. If the adviser demands quality reporting and writing--and the product shows the effort--the students will give quality.

The Marist adviser, who has a bachelor's degree in journalism, says that he offers suggestions and help to his staffers but that basically they are on their own to produce a good paper. They work after school, with no journalism class. Provideing training for them, especially at the first of the year, he stresses accuracy and objectivity. Also, he requires that they use at least three sources in their stories. Although the Marist paper is distributed to parents and alumni, as well as to students, he says that the school lets

the students write about anything and that the administration has never tried to censor. Issues have included teenage drinking, women in politics, rock music lyrics and teenage pregnancy.

The East Coweta adviser is a behind-the-scenes person, building a program that has become a model for other schools in the area. He gives his students recognition for the work they do so that he himself serves more as coordinator. He says that his situation with administrators is as he wants it; he has earned their confidence in his judgment and direction.

He encourages his students to attend local, regional and national conventions and workshops. He sent two students to NSPA summer camp in 1985 and two to Kansas State in 1986. He took several to the JEA convention in Little Rock, Arkansas, and he took a group to Chicago in fall 1986.

He has no college credit in journalism, but he has learned through the years of doing. In the past 17 years, he has advised an award-winning yearbook at one school, yearbook and newspaper at a private academy and now a newspaper at East Coweta.

The Northeast adviser is enthusiastic, self-confident, ready with criticism and good suggestions, and eager to experiment. She has only five hours of college journalism credit, but she was a Newspaper Fund Fellow soon after she took over the Northeast newspaper. When she added the yearbook to her duties about three years ago, she immediately sought instruction, with highly successful results.

She takes her students to state and regional workshops and conventions. Her staff is enthusiastic about awards ceremonies . . . and the room is noisy, indeed, when Northeast is inevitably called for honors.

She, too, has a supportive administration. For example, when the school district was trying to decide what to do with the journalism program under the new Quality Basic Education Act in Georgia, the coordinator called this adviser to ask her what she recommended. She reported to the district that many Georgia schools were naming the class "journalism" and including it under the Fine Arts curriculum. The Georgia law requires that classes may not be devoted entirely to the production of newspapers or yearbooks, and teachers are having to be sure to give their a curricula strong academic orientations.

As for encouragement and support from the professional press, East Coweta and Northeast have both been blessed. The Newnan Times-Herald has hired one or more East Coweta newspaper staffers to work parttime in recent years, and it has provided two to three scholarships to the summer newspaper camp at the University of Georgia each of the three years it has

been in operation.

Northeast students have worked with the teen page of the Macon Telegraph-News in recent years. Occasionally a student will be hired part-time, for example as a copy person. The Macon papers also have an annual awards program for all of the school newspapers in the area.

Students themselves are not the key in terms of year-after-year success. They are a factor in one year's work being better than another, in a paper's winning one year and being ragged another. But they come and go rapidly, moving through the ranks of the staff, adding to the continuity only to the extent that they take pride in a tradition of quality.

--Margaret M. Johnston
School of Journalism
University of Georgia
Athens, Georgia

Two National Council of Teachers of English (NCTE) Centers of Excellence in Journalism

Fremont High School (Oakland, California)

Advanced Journalism at Fremont High School in Oakland, California, emphasizes "writing for an audience" as a means to motivate students in language arts, particularly writing. The vehicle used is the school newspaper, The Green and Gold.

The experience has been that students are more willing to write to specific standards, rewrite corrected work (often several times) and spend extra time perfecting their work if they know they have an audience.

Unlike a composition that is shared with the teacher and perhaps the class, each writer's work is on display to 2,000 critical readers. That fact, combined with the actual graphic reproduction of their stories in a recognized medium, seems to impart trained journalism students with greater dedication, pride and self-criticism than regular English students.

Fremont's program is based upon the assumption students, under adult supervision and advice, should have complete editorial control of their own product, for the following reasons:

1. Student writers become more conscientious when their work is open to public view and criticism.
2. Students learn to be more responsible if they must make the important decisions regarding which stories to run, which to omit, what their editorial stance should be.
3. Students involved in the entire writing process--"brainstorming," research, writing a rough draft, editing, rewriting and proofreading--develop a greater sense of the entirety of formally composed writing and learn how to correct themselves.
4. Students who run their own newspaper learn to take advice and criticism from peers in a more positive situation than in other realms of their adolescent world; e.g., sports, where winners are cheered and losers booed.
5. Finally, students learn to accept adult responsibilities in a situation where mistakes are not fatal. Learning the intricacies of libel law, for example, brings home to them their responsibilities as journalists and citizens.

The program is organized in the following manner: a training class for sophomores and juniors; an

advanced class that is in charge of newspaper production, student photographers and typesetters who meet at various times during the day as their schedule allows; a second class period for supervising editors for planning, copy reading and editing during the day as their schedule allows.

Students supervise and perform all the tasks of researching, writing and editing stories, photography, tupesetting, design and layout, advertising, accounting, and circulation. They produce a four-to-eight page newspaper every other Friday during the academic year beginning in October.

Kansas City Center High School (Kansas City, Missouri)

Seldom do educators find in one program the teaching of both visual and verbal communication skills, including writing, design and photography, combined with typography, computer typesetting, paste-up, and printing. However, the process describes Kansas City's Center Senior High School's interdisciplinary approach in the language arts/journalism program.

Community support for and confidence in this program is apparent in the passage of a bond issue containing provisions for a communications wing in the high school. Although a new wing proved too expensive, the concept succeeded. Communications as a vital segment of the curriculum, in fact in a cross-discipline concept, has remained a major part of the bond expenditure for education. Now, journalism, publications, graphic arts and computer systems occupy a remodeled wing of the building, providing student mobility and access to equipment while fostering a cross-discipline approach to communications.

Current technology is in place, including an "on-line" terminal within the journalism classroom that allows access to terminals and other facilities within the graphic arts area. All terminals are part of a digitized typesetting system that allows student reporters to enter their own stories directly onto floppy disks, which later are edited by student editors using preview and software options that allow total pagination of the newspaper with little or no "cut-and-paste."

As a result of the program, students have a clear understanding of the whole production process. Picas, points, fonts, quadding and mark-up are no longer distant words used only by an outside printer. In fact, the entire process is witnessed firsthand because of the cross-discipline relationship both in facilities and teaching.

Reporters and editors completely write, typeset,

design, paste-up and print a six-to-ten page news magazine every two weeks. The issues are paid for through advertising sold and collected by students. The layout and design of a majority of the ads are produced by students. The cross-discipline relationship to the computer system afforded student access to computers to maintain distribution as well as to keep records of advertising and billing.

In an effort to produce graphic communications, written communications are intensified, not played down or slighted. There is no greater measure of students in writing than to write for an entire student body, for no greater diversity exists within the population. Feedback occurs instantaneously and in many forms. writing than to write for an entire student body, for no greater diversity exists within the population. Feedback occurs instantaneously and in many forms. When a yearbook or newspaper is completed, however, and success occurs, there is no greater success than that earned from peers and in one's own community.

At Center, students mix language with new technologies to produce communication that goes beyond the classroom.

-Adapted from NCTE publication

Successful Yearbook Programs Share Qualities

The value of the yearbook as a part of the high school curriculum can be shown in the skills it teaches, the personal growth it encourages and the publication experience it affords. Successful programs share educational characteristics; fundamental to their success are well-qualified and dedicated teacher-advisers.

A survey distributed by the Commission brought answers from 21 of 25 yearbook advisers in different regions of the country. School enrollments ranged from 140 to 3,000. The respondents selected had won top ratings from national and state press associations, and were recommended by their peers and yearbook representatives. Many are teachers of summer workshops throughout the country.

Yearbook production develops student skills in several areas. Writing and editing skills, originally learned in English and basic journalism courses, are honed in a publication class. Similarly, business course skills in bookkeeping, word processing and computer use are put to practical service. Graphic arts and photography students suddenly have a vastly increased audience.

Staff members discover the importance of establishing a goal-oriented process and following it to completion. Students must pay attention to details, keep records, meet deadlines and work individually without constant supervision.

Staff members also learn to form defensible judgments as they make and support editorial decisions.

Current and former yearbook students consistently list among the top benefits from their publications experience learning to work with others--their peers. Assuming leadership, giving and taking direction, offering and receiving criticism and accepting the judgments of others are daily experiences in the yearbook class.

Advisers who were surveyed rated skills they believed were learned most often in a yearbook class. Graphic design (96%) followed by organization (95%) and writing (93%) were the top skills. They were followed by decision making (93%), photography (93%), editing (92%), ability to take criticism (92%), interviewing (92%), social skills (getting along with others) (89%), budgeting (88%), advertising (86%), listening (83%), record keeping (80%) and computer/word processing (80%).

Nearly all excellent yearbook programs include

course prerequisites or a selection process. Since a yearbook tends to promote specialization by staff members, it attracts a variety of students, the academically oriented and those with special talents. Teachers actively recruit students who will fill available staff positions or will bring new talents and perspectives to the staff. The selection process allows the teacher to refuse students who lack qualifications; it also creates a feeling of elitism on the part of staff members, who vie for open staff positions. Of the advisers surveyed, seven had a prerequisite class for supervising yearbook. Other selection processes included teacher recommendations (15), grades (13), application (2) and one used an editorial board.

Every successful yearbook program has at least one class offering full credit for the subject. It is common for a basic journalism, newswriting or mass media course to be a prerequisite for the yearbook course. Prerequisites and the number of journalism courses offered usually vary according to the size of the school. In some schools, usually those offering a multi-elective English curriculum, the annual course may be taken for English credit. Of the advisers surveyed, all reported students were given credit. Seven schools gave elective English credit, three schools gave credit which met or replaced an English requirement, 11 gave elective credit, two academic elective credit, and eight programs allowed repeating for credit. In one school two semesters of yearbook equals one semester of English. In another, two trimesters of yearbook can be taken for English, the third trimester is elective credit toward graduation. One school gives both vocational and English credit; another gives occupational credit.

All successful yearbook programs have the support of the school administration and staff. However, it should be noted that many yearbook advisers face colleagues who "just don't understand how the book could take a whole period every day for a full year." Most advisers in the study receive an additional stipend and/or a lighter class load. The second item is significant as all yearbook teachers feel the need for more time. The teachers attend and encourage students to attend workshops, conventions and contests where everyone gains both new ideas and information from the experiences of others. Of the 21 advisers surveyed, 20 receive stipends, five also get an extra period, and one is released from extracurricular duties. One is on an eleventh month contract, and only one receives none of the above.

Of the 21 advisers surveyed, 18 have administrative support for attending workshops, national and regional conferences, and 19 for attending

state conventions. Administrative support for students to attend conferences and workshops is equally high, with 15 receiving support for students to attend national conventions.

The single most important element in outstanding yearbook programs is the teacher. Advisers must be good teachers--knowledgeable, well-organized, energetic, enthusiastic and dedicated. They promote their courses and their programs, thus keeping them strong and vital. Since a publication is a business, sponsors manage it and supervise students by using good business principles.

Yearbook teachers, usually remain in the program longer than newspaper sponsors do. Most advisers who have good programs have been teaching yearbook for eight or more years. All of the advisers surveyed have years of experience advising a yearbook, one with 20 years, nine with more than 15 years, five with 11 to 15 years, one with 10 years and five from six to 10 years. Many had a combination of class work and professional experience, seven had a major and two a minor in journalism, six had professional work outside of journalism, 11 had learned the craft during summer workshops and only one was self-trained. All 21 felt they had a different relationship with their yearbook students than with other students, and most (17) saw their role as an adviser, instructor and facilitator.

The yearbook teacher who instructs students in the skills needed to produce the book does not dictate content and style.

Inaccurate views of the yearbook course by colleagues and its effect on student scheduling represent a major concern on the part of yearbook teachers. When the class is used as a "dumping ground" for students with holes in their schedules, attempts to build a program by even the best teachers are thwarted. Likewise, viewing the yearbook class as a "fun course" rather than an educationally sound experience is seen by advisers as detrimental to program development. This concept is often promoted by the students themselves who have a good time in the class and see it as "fun."

In schools where the book is published at the end of the regular school year and final deadlines come in February or early March, teachers of good programs use the last two to three months producing a spring supplement, working on the next year's book, studying the mass media, learning filmmaking or producing a video yearbook or video supplement.

The smallest staff of nine was in the school of 140 enrollment. The average staffs ranged from 18 to 30 with 25 in the largest school of 3,300. Two schools reported 50 (2,000 enrollment) and 60 (1,700 enrollment) staff members. Staffs at five schools

ranged from 33-40.

Ten schools reported only high level ability students in the class, five reported high and average ability students, one average only and five have mixed ability level students.

There is agreement among yearbook teacher-advisers that the yearbook should be the product of a regularly scheduled course earning full credit within the school curriculum. All 21 schools surveyed reported yearbook scheduled during the school day. The English department supervised 15 of the schools' yearbook teachers with only one in the art department, one in the vocational education department and four with separate journalism or communicative skills departments.

Financing is another major concern of advisers. Quality programs usually have a broad funding base. But increasing production costs have pushed the price of preserving memories as high as $35 a book. Many schools recognize the need for special equipment and facilities for yearbook staff. All advisers surveyed rated their facilities above average with 66 percent rating them from 8 to 10. A staff room in addition to a classroom was reported by 14, and 17 had computers now in their classrooms. Five advisers had one computer, and one adviser had 20.

Steeped in memories, the high school yearbook will survive increasing costs and continue to provide an excellent educational experience for students as it both promotes and creates traditions.

--Nancy Rudy
Tyee Senior High School
Seattle, Washington and
Dorothy McPhillips
Journalism Education
Assocation
Puyallup, Washington

The following advisers responded to the Commission survey:

Barbara Crim
Viking
Northeast High School
Arma, Kansas

Jack Kennedy
Red and White
City High School
Iowa City, Iowa

Linda Smoley
Crimson and Blue
Abraham Lincoln High School
Council Bluffs, Iowa

Homer Hall
Pioneer
Kirkwood High School
Kirkwood, Missouri

Ron Clemons
Heritage
Truman High School
Independence, Missouri

Betty Morton
Virginian
Virginia High School
Bristol, Virginia

Jon Kuklish
Profiles
John F. Kennedy High School
Bloomington, Minnesota

Alyce Culpepper
Yearbook
South Plantation High
Fort Lauderdale, Florida

Laura Schaub
Yearbook
Charles Page High School
Sand Springs, Oklahoma

Barbara Nilson
Tahoma High School
Kent, Washington

Gregory Talley
Narbonne High School
Harbor City, California

Phyllis Vandigriff
Terry Parker High School
Jacksonville, Florida

Bonnie Horne
Elkonian
Centerville High
Centerville, Ohio

John Cutsinger
El Paisano
Westlake High School
Austin, Texas

Bruce Watterson
Wildcat
Ole Main High School
North Little Rock,
Arkansas

John Hudnall
Shield
Westside High School
Omaha, Nebraska

Mary Pulliam
Yearbook
Duncanville High School
Duncanville, Texas

Jack Wilson
Newport High School
Bellevue, Washington

Steve Bailey
Walnut High School
Walnut, California

Judy Steverson
Leon High School
Tallahasse, Florida

Pat Frazier
Lake Weir High School
Chandler, Florida

American Society of Newspaper Editors (ASNE) Questionnaire Reveals High School Journalism Influences Professionals

Michael A. Forrester, editor of the East Oregonian, sent 75 questionnaires to members of the American Society of Newspaper Editors Committee on Education. Of the 52 responses, nearly 70 percent noted they had been influenced in a career choice by a high school journalism experience. Statements indicate that high school is the place where journalism interests were developed into future careers. The responses that follow are to the question:

"If high school journalism helped influence you into a newspaper career, please explain how and include the name and city of the high school and, if pertinent, the name of the teacher."

"My experiences on the High Times at Springfield (Missouri) Senior High School in my junior and senior years strongly pushed me along the road to a career in journalism. Not only was I captivated by every aspect of high school journalism, but also I found I had reasonable skills in the field. That 'test under fire' gave me confidence that I not only would enjoy a journalism career, but that I might succeed." David Lipman, Post Dispatch, St. Louis, Missouri.

"I went to Collegiate, a Manhattan private school, where I worked for the student paper all four years. (It is a monthly called the Journal.) That experience influenced my choice of a career mostly by demonstrating how terrific it is to be a reporter (something I suspected anyway)." Mike Miller, Wall Street Journal, San Francisco, California.

"High school was the determining factor. I got started at United Township High School in East Moline, Illinois, on the school paper. That led me to get a stringer job with the Davenport (Iowa) Times, covering high school sports." Dick Martin, Kenosha News, Kenosha, Wisconsin.

"It (high school journalism) did, indeed. The school was Newton High School, Elmhurst, New York, part of the New York City school system. The teacher was Mrs. Mary MacGarvey, now deceased. There was no formal journalism program, but she was editorial faculty adviser to the student newspaper, the Newton X-Ray.

Her advice, counsel and instruction led several of us into journalism careers. One other person that I can remember was Leonard Ingalls, who at one time was New York Times correspondent in South Africa." Albert L. Kraus, editor, The Journal of Commerce, New York, New York. (Kraus worked for the Times for 16 years, and in his final years there served as assistant financial and business news editor.)

"Being an editor of my high school paper and participating in a high school journalism class helped to influence my decision to study journalism and to pursue a newspaper career. Reading newspapers throughout my childhood was probably the greatest influence, but the high school journalism class and work on the paper cemented that decision by the time I was a junior in high school." Carrol Dadisman, publisher, Tallahassee Democrat, Florida.

"I suppose I would have been the engineer my father wanted me to be had it not been for two things: the early television show 'Foreign Intrigue,' and my work on the Inkling, the newspaper of Conway, South Carolina High School. The Inkling took a lot of good times, and that certainly led to a college career on The Tiger of Clemson University while I went from chemical engineering to a mathematics major to avoid engineering labs. I never practiced chemical engineering or mathematical sciences, since I went directly into newspapering after my senior year of college. That career choice had its genesis at Conway High School, and I don't regret one minute of it. In fact, I'm disappointed these days to find that high schools around here have ended any elective credits for newspaper staff work. Perhaps some other journalists won't have the same opportunity I did." Jerry C. Ausband, The Sun News, Myrtle Beach, South Carolina.

"My love of sports opened the door to journalism for me. I was sports editor of my high school newspaper, The Interpreter of John Marshall High School, Cleveland, Ohio, in 1951. My adviser . . . encouraged my interest and helped me get a part-time neighborhood reporting assignment for a weekly newspaper." Robert H. Giles, Detroit News, Detroit, Michigan.

"High school journalism not only helped me in my journalism career, it helped me in life by bolstering my self-confidence. The hands-on experience of producing a newspaper stimulated my creative skills, and helped to make me a better student. The experience of meeting people as a reporter helped me overcome a

natural introversion. Because I had considerable experience as a high school journalist, I was able to edit the newspaper at my junior college and university." Michael R. Fancher, The Seattle Times, Washington.

"I attended high school in Portland, Oregon, where at the time we had the only daily high school newspaper in the United States. I worked on the school paper because of an interest I already had in journalism. The school newspaper gave me an outlet, something else to do in my school other than attend class and study. It also afforded me the opportunity to mix, to get to know other students, including athletes, scholars, etc." William Hilliard, The Oregonian, Portland, Oregon.

"In my senior year, I joined the publications staff out of curiosity. I received much encouragement from a nun. She was both my senior year English teacher and the adviser to the publications staff, which produced a monthly newspaper and the annual yearbook." Kent Cockson, executive editor, The News Journal, Pensacola, Florida.

"My interest in journalism began with my work on our high school newspaper staff. I served as editor of the paper my senior year." Elise McMillan, Nashville Banner, Tennessee.

"I worked on the Columbus, Georgia, High School Blue Streak, solidifying my interest in journalism provoked by being a newspaper carrier. The paper showed me the excitement of news work." Rolfe Neill, Charlotte Observer, North Carolina.

"It was the combination of work on the school paper, the journalism instruction offered by a school newspaper adviser and the sessions at the Southern Interscholastic Press Association conventions that helped me decide to enter news work as a career." Tom Engleman, The Dow Jones Newspaper Fund, Princeton, New Jersey.

"Our high school had no journalism program at all, but one of my English teachers told us one day that The Norwich Bulletin newspaper would let some of us students cover some meetings with their own staff reporters. I attended a municipal meeting one night with a reporter and wrote my own story on what happened at the meeting. My story did not get published, but the reporter who filed his own story on the meeting critiqued my version, and we compared our two stories.

It was a good experience and helped me decide to go into journalism in college." Nancy Gallinger, Norwich Bulletin, Connecticut.

"It (high school journalism) definitely did, but it was more the instructor than the journalism course I took. I remember more of her and what she demanded than I remember of journalism teaching. I already had the notion that I wanted to be a newspaper reporter, back in junior high. The course . . . showed me what journalism was all about and convinced me thoroughly that it was my future. . . . [The teacher] expounded the need to write clearly with good grammar and with brevity. She saw to it that we got a variety of writing assignments, and she demanded that we be serious about what we were doing there. She gave feedback, with authority. Naturally, she was respected for all this." Ray Nish, The Modesto Bee, California.

"High school newspaper and yearbook work got me aimed at a newspaper career." Robert L. Simison, Wall Street Journal, Dallas, Texas.

"Junior high school journalism at Post Junior High School in Detroit, Michigan, led to my career. I'm not sure that the eighth grade class was so influential, but it did interest me in the profession. The junior high experience was followed by a tenth grade journalism class at Mumford High in Detroit. That, too, was a very worthwhile experience." Joe Davidson, Wall Street Journal, Washington, D.C.

"My high school journalism experience was crucial to my early development as a writer and editor. We had a national award-winning newspaper . . . [and] the adviser . . . was ambitious for the newspaper, and, more importantly, for those on the staff. She sent three from my senior class to the Northwestern cherub program in the summer of 1960, which was a great help to me. She took the entire staff to New York for the Columbia Scholastic Press Association meeting which was a motivating experience, too. She applied rigid standards to our work, which was most useful of all." David V. Hawpe, The Courier Journal, Louisville, Kentucky.

"The journalism program at Ramapo Regional High School in Franklin Lakes, New Jersey, taught me the basics of newspaper writing. I learned how to develop story ideas, write leads (the four Ws, of course--or is it five?), edit copy, and layout the school newspaper. Most important, it taught me that reporting and writing can be fun. I was co-sports editor of the paper. I have not written about sports since, but it led to my first newspaper job, as a stringer-high school

basketball writer for the local weekly. As I recall, I was paid something like 15 cents a column inch. I was also impressed by the fact that a former Rampage editor was then a reporter for The Bergen Record. (He's now a correspondent for Newsweek)" Robert L. Rose, The Wall Street Journal, New York.

--Adapted from C:JET, Fall 1985

Professional Organizations Support Academic-Based Scholastic Journalism Programs

Demonstrating its members' support for treating scholastic journalism as an academic subject in high school, the American Society of Newspaper Editors at its April 1985 convention approved the following resolution:

RESOLVED, that the ASNE encourage the acceptance into the English curricula of journalism coursework which focuses on the collecting, writing, and editing or the interpretation and evaluation of news and information, that these courses are recognized as academic and that they be taught by a trained journalism teacher.

. The National Council of Teachers of English spoke to the subject of English credit for journalism courses at its November 1984 annual meeting.

Background for their resolution included these statements:

The proliferation and impact of print and broadcast media demand that everyone develops critical skills in the interpretation of news and information. Journalism courses not only provide students with an understanding of how communications media function, but also involve them in many of the communications processes which are central to English curricula.

Students in journalism courses use and develop their communication skills in the collecting, writing, and editing of news; they read, interpret, and evaluate news and information in the press; they also learn about the right, responsibilities, and power of the press and broadcast media.

Because journalism courses help students to become effective users of oral and written language, be it therefore

RESOLVED, that the National Council of Teachers of English support the acceptance into English curricula of journalism courses which focus on the collecting, writing, and editing, or the interpretation and evaluation, of news and information.

. The Association for Education in Journalism and Mass Communications (college and university educators) added its thought in August 1985 by approving unanimously this resolution on high school journalism education:

WHEREAS the proliferation and impact of print and broadcast media make it vital that students acquire critical skills in the interpretation of news and information; and

WHEREAS academically sound journalism courses not only provide students with an understanding of how communication media function, but also involve them in many of the communication processes; and

WHEREAS students in journalism courses use and develop their communication skills by collecting, writing, and editing information; by reading, interpreting, and evaluating news and information in the media; and by learning about the right, responsibilities, and powers of the media; and

WHEREAS student journalists can serve a vital function by informing readers of events that affect their lives; and

WHEREAS recent trends in secondary education are curtailing opportunities for high school students to take academically sound journalism courses and work on high school publications

Therefore, be it resolved that the Association for Education in Journalism and Mass Communication supports the availability of high school journalism courses that focus on the collecting, writing, and editing of news and information, on the evaluation and interpretation of news and information, and on the development of an understanding of press freedom and responsibility; that these courses be recognized as academic in nature, and that they be taught by qualified journalism teachers.

--C:JET, Fall 1985

Comparisons of College Grades, American College Testing (ACT) Scores and High School Grades Between Students With and Students Without High School Newspaper or Yearbook Experience (Part One)

One of the laments of the National Commission on Excellence in Education in its now well-known treatise A Nation at Risk was that secondary school curricula have become watered down to the extent that they are "homogenized, diluted, and diffused to the point that they no longer have a central purpose."

Further, according to this Commission, too many electives have been mistaken for main courses, and too many students have gravitated toward a general program of study instead of a college preparatory program. Indeed, secondary school students taking a general program increased from 12 percent in 1964 to 42 percent in 1979.

In their 1983 report, Commissioners found that contemporary high school students were not as able to perform higher order intellectual skills as those students from former eras. For example, in the language arts area, the Commission claimed that only 20 percent of the students could write a persuasive essay while 40 percent could not draw inferences from the written material of others. Further, the Commission cited College Board scores showing a virtual unbroken decline from 1963 to 1980, with average verbal scores falling more than 50 points on the Scholastic Aptitude Test.

Within this context, a study was done through the American College Testing Program by the JEA Commission to see if any significant differences existed between those secondary school students who had been on the staff of a school newspaper or yearbook and those students who had no publications experience.

Several assumptions preceded the study:

-Publications experience, often accompanied by a credit course in journalism, fulfills several elements considered crucial in the language arts program--in many cases more completely, more richly and more understandably for students than many traditional English composition courses and other English writing courses.

-Publications experience offers relevance, built-in objectives, a transactional experience, application of various liberal arts theories learned in other disciplines and opportunities for high level decision-making. It brings to life the need for the study of English grammar, usage,

spelling, style and syntax.

Publications experience, rather than a co-curricular activity sometimes regarded as a costly frill by administrators, should be viewed as one of the truly important school activities in the preparation of students for college. Within the same framework, publications experience should be considered as an integral and important component of the language arts programs of schools--contrary to connotations by some national and state excellence in education commissions that such activity is not part of the "back to basics" movement often advocated in their reports.

Some research questions evolve from the assumptions:

. Are there significant first-year college cumulative grade point average differences between those who had high school newspaper or yearbook staff experiences and those who had no publications experience?

. Are there significant first-year college English course grade differences between those who had high school newspaper or yearbook staff experience and those who had no publications experience?

. Are there significant American College Testing Program composite score differences between those who had high school newspaper or yearbook staff experiences and those who had no publications experience?

. Are there significant ACT Assessment individual score differences between those who had high school newspaper or yearbook staff experiences and those who had no publications experience?

. Are there significant high school grade differences between those who had high school newspaper or yearbook staff experiences and those who had no publications experience?

. A search of the literature did not produce any studies in which the questions above were addressed by one of the nationally recognized testing agencies such as ACT or the Educational Testing Service (which has produced the Scholastic Aptitude Test).

However, in related research Blinn has shown comparisons of advanced placement and senior honors composition classes with journalism students of similar ability. In the 1982 study of students in 12 Ohio high schools, his data analysis showed that "journalism writers made fewer errors in most of the writing skill criteria than do non-journalism students." Writing skill criteria included measures of information presentation and selection judgment, errors in fact, information omission, opening sentence and editorializing. And in each of the areas there was a statistically significant difference between journalism and non-journalism students.

A 1981 study by Koziol demonstrated the purposeful nature of publications experience in high school. He found that 70 percent of the high school students responding to a survey indicated they wanted to continue in some communication-related profession because they could then use

their writing, speaking and creative abilities that were discovered and nurtured in a journalism experience.

Much anecdotal evidence is available that espouses the worth of publications experience in high school. Former and current journalism students and journalism educators have written fairly extensive accounts of high school publications' values.

Further, a recent study of 72 college upperclassmen revealed that of all co-curricular activities offered at their high schools, newspaper and yearbook staff experience ranked first out of seven when respondents were asked to rate activities according to their value in preparing students for the rigors of college. Speech/drama/debate and student senate/class officer tied for second; they were followed by academic-related clubs, athletics, music-related activities and nonacademic clubs.

METHOD

ACT personnel selected 10 colleges and universities that are representative of those institutions that participated in its Standard Research Service during 1983-1984, and from this group 19,249 currently enrolled students were examined for whom the following data were known: ACT Assessment Program scores; Interest Inventory and Student Profile Section scores; final grades in the last high school courses taken prior to the ACT Assessment in English, social studies, mathematics and science; college freshman cumulative grade point averages; and first college English course grades.

The independent variable for analysis was Item #143 from the ACT Student Profile Section that was completed when the student took the ACT Assessment as a high school junior or senior. The item was listed in the "Out of Class Accomplishments" section, and students had to respond "yes, applies to me" or "no, does not apply to me" to the following item: "Worked on the staff of a school paper or yearbook." Those in the total pool of positive responses numbered 4,798--24.93 percent.

The four tests of the standardized ACT Assessment include English, mathematics, social studies and natural science. The composite score of the four individual assessments is often used by colleges and universities for both admission and placement purposes.

After extensive testing for reliability over a several-year period, ACT concluded that internal characteristics of the tests show a precision of measurement in the range of .80 to .85 for the four subtests and near .90 for the Composite score. Similar studies of the validity of ACT's four student-reported high school grades, the four Assessment tests and the grades and test scores combined with the first semester college grade-point average reveal that ACT scores and student-reported high school grades are "good predictors of overall college GPA with median multiple

correlations of .465 and .512, respectively."

Within the Student Profile Section of the Assessment of high school students, the two predictors used in combination increased the median correlation to .576, according to ACT records.

Comparisons between the group with high school newspaper or yearbook staff experience were made with the group that had no publications experience by using t-tests.

RESULTS

College students who had been on the staff of a high school newspaper or yearbook had significantly higher freshman grade point averages (2.673 on a 4.0 scale) than those who had not been on a publications staff (2.618) ($t=4.55$; $p<.001$). In this part of the analyses, 4,634 persons had publications experience while 13,869 did not.

Similarly, in their first college English courses--often courses in composition or rhetoric--students who had been on the staff of a high school publication averaged a grade of 2.823 ($n=2,969$) compared with a 2.711 ($n=9,359$) for those with no high school newspaper or yearbook experience ($t=6.92$; $p<.001$).

When evaluating comparisons using the ACT Assessment, those students with high school newspaper or yearbook experience had significantly higher scores on the ACT Composite, the ACT English and the ACT Social Studies components. They had significantly lower scores on the ACT Mathematics Assessment, and there was no significant difference on the Natural Science Assessment.

On the ACT Composite score, those students with high school newspaper or yearbook experience ($n=4,798$) had means of 23.12 (76th percentile) compared with means of 22.88 (74th percentile) for those with no publications experience ($n=14,451$) ($t=2.95$; $p<.004$).

In the four subtests of the ACT Assessment, students with newspaper or yearbook experience had significantly higher English mean scores (22.16--81st percentile; $n=4,789$) than those students with no high school publications experience (21.19--69th percentile; $n=14,451$) ($t=13.08$; $p<.001$). Also significantly higher were ACT Social Studies mean scores of students with publications experience (22.63--74th percentile; $n=4,798$) compared with those students with no high school newspaper or yearbook experience (22.00--70th percentile; $n=14,451$) ($t=5.96$; $p<.001$).

Students with high school publications experience had significantly lower ACT Mathematics Assessment mean scores (22.36--69th percentile; $n=4,798$) than those who did not have newspaper or yearbook experience (23.02--74th percentile; $n=14,451$) ($t=-5.73$; $p<.001$).

No statistically significant difference was found in the comparison between the two groups and ACT Natural Science Assessment scores. Those with high school newspaper or yearbook experience had science mean scores of 24.84 (71st percentile; $n=4,798$) compared with the non-publication

group mean score of 24.81 (71st percentile; n=14,451) (t=0.26).

Those students with high school newspaper or yearbook experience earned significantly higher grades in their final high school courses taken prior to the ACT tests in English, social studies, mathematics and science than did their counterparts with no publications background. Also, students with publications experience earned a significantly higher average when those final four courses were combined than did those without such experience.

The four-course high school average for those with publications experience was 3.32 on a 4.0 scale (n=4,798) compared with a mean of 3.20 (n=14,451) for those without newspaper or yearbook experience (t=11.77; p<.001). High school English final-course mean grade was 3.45 (n=4,758) for the group with publications background while for those without such background the mean was 3.26 in English (n=14,316) (t=16.65; p<.001).

Final-course high school grades in social studies for the group with newspaper or yearbook experience averaged 3.50 (n=4,657) while those in the non-publication group had a significantly lower mean score of 3.37 (n=14,008) (t=11.40; p<.001).

In mathematics, the final high school mean grade of those in the group with newspaper or yearbook experience was 3.10 (n=4,648) compared with a significantly lower mean score of the non-publication group, which had a 3.04 (n=14,079) (t=3.44; p<.001).

The final high school natural science mean grade for the group with newspaper or yearbook experience was significantly higher, 3.30, (n=4,497) than the group with no publications experience, 3.22 (n=13,345) (t=5.62; p<.001).

SUMMARY AND DISCUSSION

Findings indicated that in 10 of 12 statistical comparisons, those students who had completed at least one year of college and who had been on the staff of a high school newspaper or yearbook earned significantly higher scores than their non-publications counterparts. Those 10 significantly higher comparisons are found in cumulative freshman college grade point average; first collegiate English course; ACT Composite score; ACT English score; ACT Social Studies score; mean score of final four high school courses taken prior to the ACT Assessment in English, social studies, mathematics and natural science; final high school English grade; final high school social studies grade; final high school mathematics grade; and final high school natural science grade.

In only one of 12 comparisons--the ACT Mathematics score--did the group with high school publications experience show a negative significant difference. In the ACT Science Assessment, no signficant difference was observed.

One further observation concerning the findings in the

study: While conclusions related to causality have been avoided thus far, one can say from data presented that high school newspapers and yearbooks have been staffed by students who performed better in 10 of the 12 variables examined. Thus, newspaper or yearbook activities provide a type of outlet for these talented students that might not otherwise be provided within a school's curricular or co-curricular offerings.

PUBLICATIONS EXPERIENCE AND COLLEGE OUTCOMES

Predictability of college cumulative freshman grade point average was examined in this part of the study. Twelve items were selected to be used as predictors. These were associated with high school language arts achievements, the ACT English score, and high school grades earned the term ending just prior to the taking of the ACT Assessment. Their rank order in the table in this section shows those making the greatest contribution to freshman college grade point average.

As will be described shortly, publications experience surfaced as the fifth strongest predictor among the 12 selected variables.

For this part of the analysis, both the first group of students from 10 colleges and universities for whom college English grades were known (n=19,249) and the second group of students from 11 colleges for whom English Composition grades were known (n=6,251) were combined into one pool. In a stepwise regression procedure applied to the total, any incomplete cases were not included; thus, the total number of students involved in the analysis was 9,732.

In the procedure to predict the college grade point average outcome, the following 12 variables were used: ACT English score; high school average of final four courses prior to the ACT Assessment taken in English, social studies, mathematics and natural science; number of years studied high school English; final English grade in high school prior to the ACT test; experience on the staff of a high school newspaper or yearbook; having poems, stories, essays, or articles published in a school publication; wrote an original but unpublished piece of creative writing one one's own (not part of a course); had poems, stories, or articles published in a public newspaper or magazine (not school paper) or in a state or national high school anthology; won a literary award or prize for creative writing; had a work of creative writing published in a public magazine or book; had a work of creative writing published in a school literary magazine or newspaper; and a composite grade of the last seven items above that comprise a Writing Accomplishment Score on ACT's Student Profile Section.

The best predictor of freshman college grade point average from among the 12 variables is the average of students' final high school courses prior to taking the ACT in English, social studies, mathematics, and natural

science. It should be noted that earlier findings showed that students with high school newspaper or yearbook experience had significantly higher grades in final high school average prior to the taking of the ACT test and in each of the four subject areas than the non-publications students.

The second best predictor of freshman college grade point average shown in the table of predictors was the ACT English Assessment score. Noteworthy is the fact that in earlier analysis, the difference between publications and non-publications students was the most pronounced when comparing the ACT English scores (81st percentile for publications students vs. 69th percentile for non-publications students--significant beyond the .001 level, and that percentile score was higher than any other ACT Assessment score on any of the comparisons).

Third best predictor of college freshman grade point average was SPS #146: "Had poems, stories, or articles published in a public newspaper or magazine (not school paper) or in a state or national high school anthology." This item would tend to indicate the overall importance of publishing one's work--and it could very well include several students with school publications experience because they often tend to be the ones who also string for professional papers or magazines.

Fourth in the hierarchy of predictors was SPS #147: "Won a literary award or prize for creative writing." Among this group of students, no doubt, would be people who have top-notch academic and creative abilities in writing, literature, and the like because an award is involved.

Fifth in the rankings of predictors contributing to freshman college grade point average was SPS #143, the item used for most analyses thus far: "Worked on the staff of a school paper or yearbook." This predictor surfaced as a more important predictor of college outcome than did either the final grade earned in high school English or SPS #144: "Had poems, stories, essays, or articles published in a school publication." This last item in Table 7 that showed a significance level of at least 0.15 to be included as a variable in the stepwise regression analysis might indicate that working on a school newspaper or yearbook would tend to verify an earlier assumption that such publications experiences are equal or better than traditional high school creative writing, composition or short story writing experiences.

The remaining five items did not finish within the established level of predictability set, and thus items that are also less influencial than publications experience as contributors to college grade point average: the number of years studied English in high school; SPS #145, "Wrote an original but unpublished piece of creative writing published in a public magazine or book"; SPS #149, "Had a work of creative writing published in a school literary magazine or

newspaper"; and the SPS Writing Out-of-Class Accomplishments composite grade that is derived from combining SPS Items 143 through 149.

Thus, it appears that when analyzing newspaper or yearbook staff experience compared with all other variables related to various types of high school writing background, publications experience surfaces as an excellent overall predictor of freshman college cumulative grade point average. Also, these results would seem to contradict some long-held views that school newspaper or yearbook experience is not as important an activity as other traditional English writing activities such as creative writing, literary magazine participation, and other similar language arts functions.

Indeed, the results described in the table, as well as results reported earlier, tend to show newspaper or yearbook staff experience as one of the most valuable out-of-class writing experiences a student can have in high school.

SOME DEMOGRAPHIC OBSERVATIONS

Almost 10 percent more of the publications students than non-publications students tend to come from communities with populations of 10,000 or fewer. Almost 16 percent more of the publications students came from high school graduating classes with fewer than 200 students (38.19 percent compared with only 22.42 percent of the non-publications students).

On the one hand, this might indicate the reason publications students seem to do better overall in ACT tests, college grades and high school grades: They have more opportunities to be involved in things like publications because of the size of the school. However, in smaller schools there is also a possible tendency to have fewer economic resources, less equipment, fewer top-notch faculty members, fewer academic and co-curricular offerings and more limited academic support facilities.

Data also indicate that, at least on the high school level, a higher percentage of minority students participate in publications (10 percent) than do those in the non-publications group (9.81 percent). Once again, readers should be cautioned that the sample involved here represents those high school students who took ACT tests in high school and then went on to college and completed at least the freshman year, and the difference is not statistically significant.

Publications students also took more English in high school (88.52 percent took four or more years equivalent) than did those who did not work on publications (85.21 percent of the non-publications students took four or more years of English).

As might have been expected, a higher percentage of publications students also took advanced placement, accelerated or honors English courses. While 53.86 percent of the publications students were in such language arts

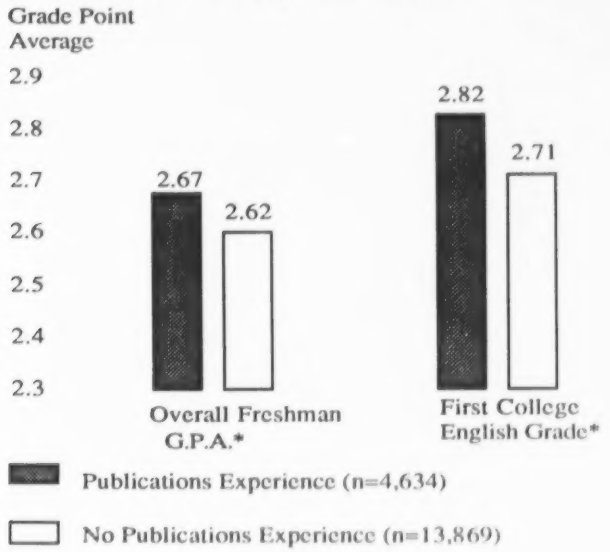
courses in high school, only 44.36 or the non-publications students took advanced English--almost 10 percent more publications students than non-publications students took the advanced courses.

ACT also asked high school students about their plans for involvement in college. More than two-thirds of the students who had been on the staff of a high school newspaper or yearbook indicated that they planned to participate in publications in college (67.06 percent compared with only 22.53 percent of those who had not been on the staff of a high school publication).

Thus, it would appear that for most of the 4,535 publications students who answered this item, high school publications experience was regarded as a positive and worthwhile activity or they would not indicate a willingness to become involved in collegiate publications.

Table 1

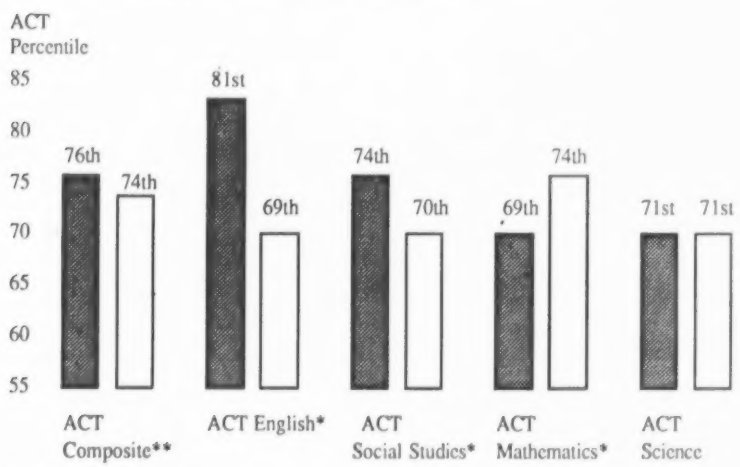
Comparisons of College Freshman Grade Point Averages Between Those Who Did and Those Who Did Not Work on the Staff of a High School Newspaper or Yearbook



* Difference significant beyond the .001 level

Table 2

Comparisons of ACT Scores Between Those Who Did and Those Who Did Not Work on the Staff of a High School Newspaper or Yearbook



* Significant beyond the .001 level
** Significant beyond the .004 level

Table 3

Comparisons of High School Grade Point Average Between Those Who Did and Those Who Did Not Work on the Staff of a Newspaper or Yearbook

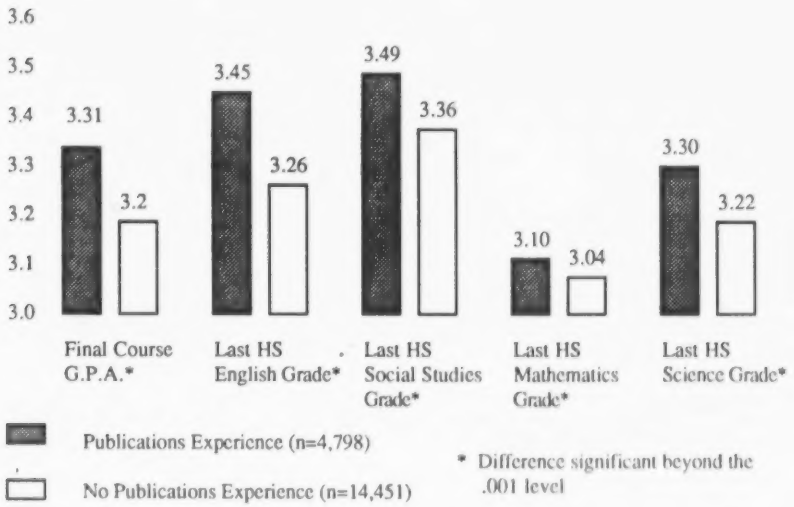


Table 4

Comparison of College Grade Point Averages Between Those Who Did and Those Who Did Not Work on the Staff of a High School Newspaper or Yearbook with College "English Composition" Used as a Criterion Variable

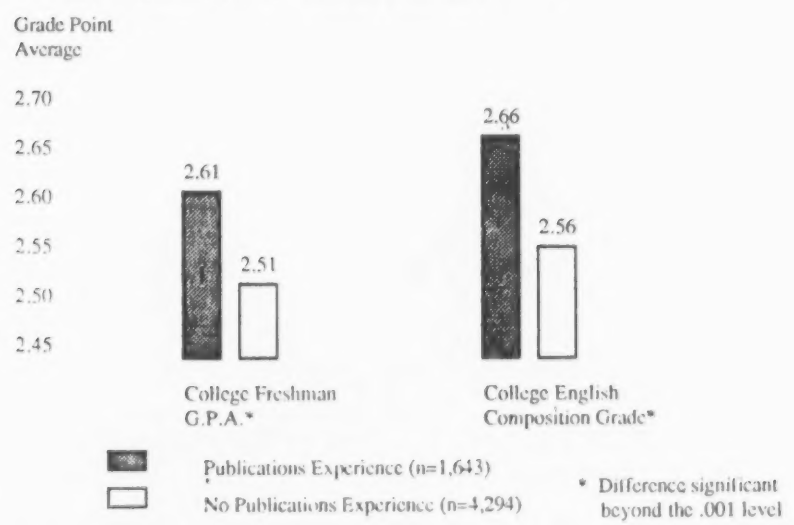


Table 5

Comparisons of ACT Scores Between Those Who Did and Those Who Did Not Work on the Staff of a High School Newspaper or Yearbook, with College "English Composition" Used as a Criterion Variable

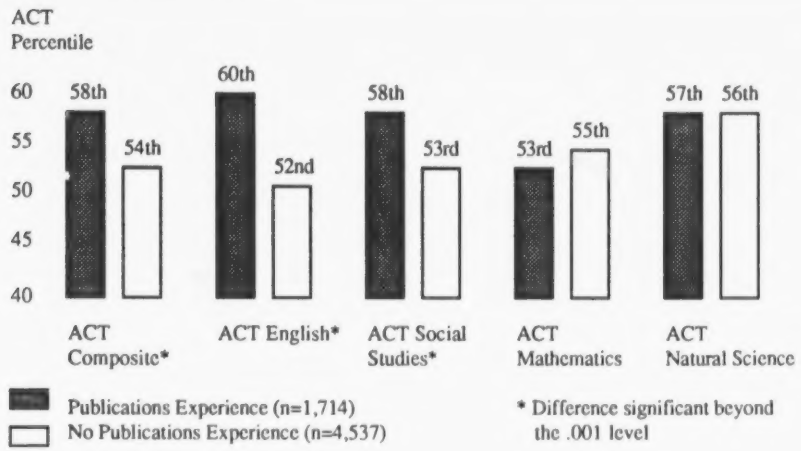


Table 6

Comparisons of Final High School Grades Between Those Who Did and Those Who Did Not Work on the Staff of a High School Newspaper or Yearbook, with College "English Composition" Used as a Criterion Variable

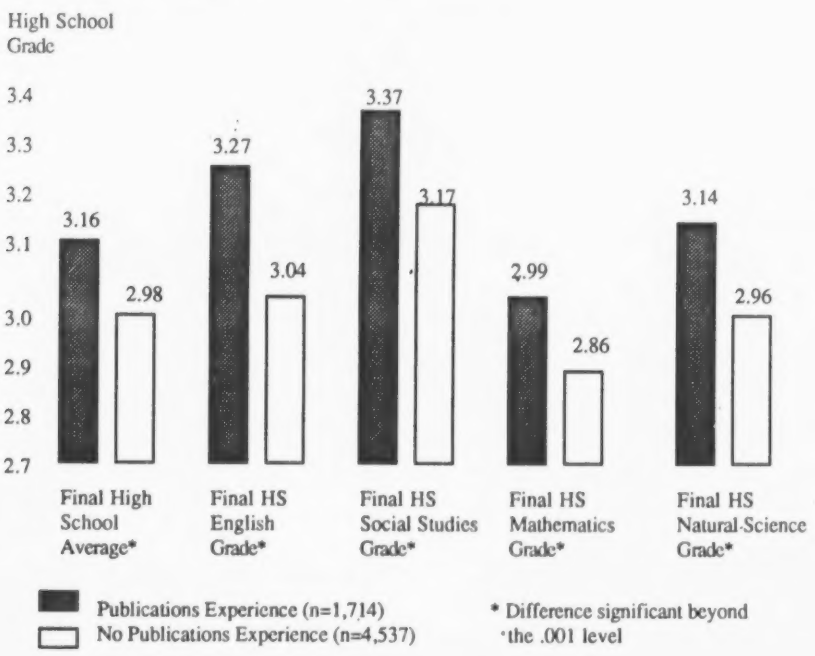


Table 7

Variables That Make the Greatest Contribution to Prediction of Overall Freshman College Grade Point Average

Step	Variable	Partial R^2	R^2
1	High school grade point average of final four courses taken in English, social studies, mathematics and natural science	0.2100	0.2100
2	ACT English Assessment score	0.0425	0.2526
3	SPS #146: Had poems, stories, or articles published in a public newspaper or magazine (not school paper) or in a state or national high school anthology	0.0012	0.2537
4	SPS #147: Won a literary award or prize for creative writing	0.0004	0.2542
5	SPS #143: Worked on the staff of a school paper or yearbook	0.0002	0.2544
6	Final grade in last high school English course	0.0002	0.2546
7	SPS #144: Had poems, stories, essays, or articles published in a school publication	0.0002	0.2548

Table 8

High School and Community Information/Background Comparing Students Who Did Work on the Staff of a Newspaper or Yearbook and Those Who Did Not

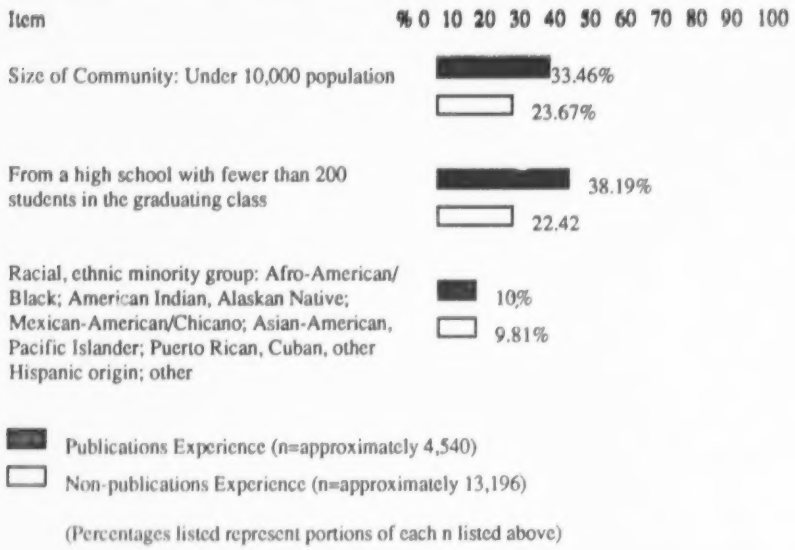

Item
% 0 10 20 30 40 50 60 70 80 90 100
Size of Community: Under 10,000 population
33.46%
23.67%
From a high school with fewer than 200 students in the graduating class
38.19%
22.42
Racial, ethnic minority group: Afro-American/ Black; American Indian, Alaskan Native; Mexican-American/Chicano; Asian-American, Pacific Islander; Puerto Rican, Cuban, other Hispanic origin; other
10%
9.81%
Publications Experience (n=approximately 4,540)
Non-publications Experience (n=approximately 13,196)
(Percentages listed represent portions of each n listed above)

Table 9

Comparison of Curricular and Co-Curricular Involvement of Those Who Were on the Staff of a High School Newspaper or Yearbook and Those Who Were Not on a Publications Staff

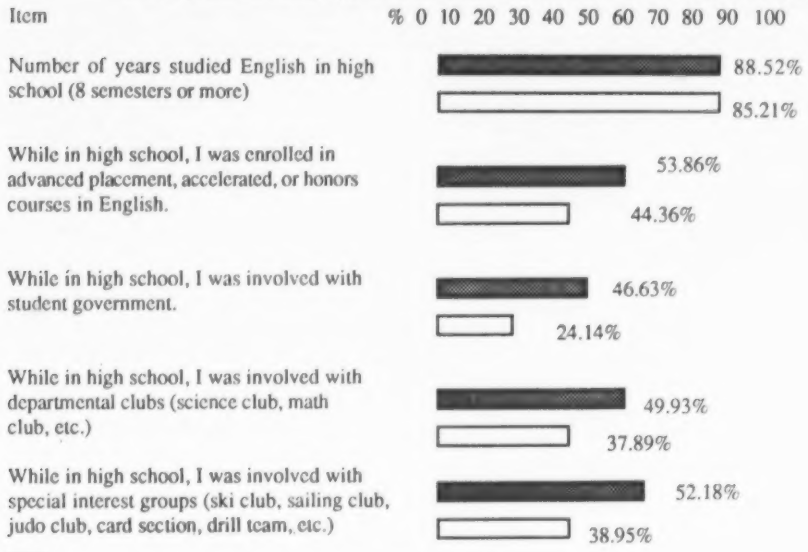

Item
% 0 10 20 30 40 50 60 70 80 90 100
Number of years studied English in high school (8 semesters or more)
88.52%
85.21%
While in high school, I was enrolled in advanced placement, accelerated, or honors courses in English.
53.86%
44.36%
While in high school, I was involved with student government.
46.63%
24.14%
While in high school, I was involved with departmental clubs (science club, math club, etc.)
49.93%
37.89%
While in high school, I was involved with special interest groups (ski club, sailing club, judo club, card section, drill team, etc.)
52.18%
38.95%
Publications Experience (n=approximately 4,540)
Non-Publications Experience (n=approximately 13,196)
(Percentages listed represent portions of each n listed above)

Table 10

Financial Aid Background Comparing Students Who Did Work on the Staff of a Newspaper or Yearbook with Those Who Did Not Work on Publications Staffs While in High School

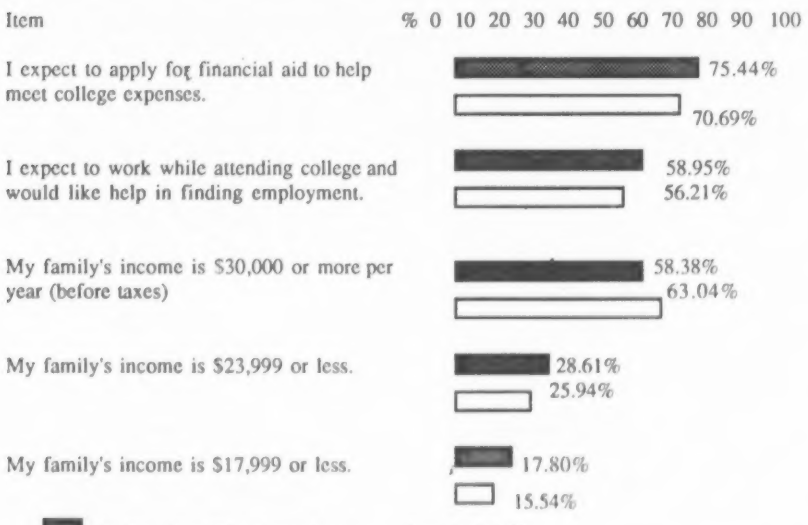

Item
% 0 10 20 30 40 50 60 70 80 90 100
I expect to apply for financial aid to help meet college expenses.
75.44%
70.69%
I expect to work while attending college and would like help in finding employment.
58.95%
56.21%
My family's income is $30,000 or more per year (before taxes)
58.38%
63.04%
My family's income is $23,999 or less.
28.61%
25.94%
My family's income is $17,999 or less.
17.80%
15.54%
Publications Experience (n = approximately 4,540)
Non-Publications Experience (n = approximately 13,196)
(Percentages listed represent portions of each n listed above)

Table 11

Out of Class Accomplishments Comparing Those Who Worked on the Staff of a High School Newspaper or Yearbook with Those Who Did Not Work on Publications Staffs

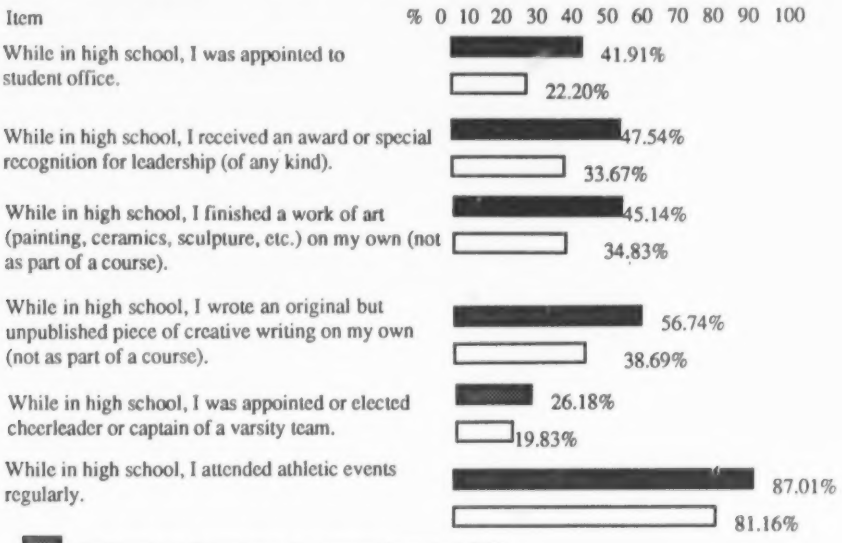

Item
% 0 10 20 30 40 50 60 70 80 90 100
While in high school, I was appointed to student office.
41.91%
22.20%
While in high school, I received an award or special recognition for leadership (of any kind).
47.54%
33.67%
While in high school, I finished a work of art (painting, ceramics, sculpture, etc.) on my own (not as part of a course).
45.14%
34.83%
While in high school, I wrote an original but unpublished piece of creative writing on my own (not as part of a course).
56.74%
38.69%
While in high school, I was appointed or elected cheerleader or captain of a varsity team.
26.18%
19.83%
While in high school, I attended athletic events regularly.
87.01%
81.16%
Publications Experience (n = approximately 4,540)
Non-publications Experience (n = approximately 13,191)
(Percentages listed represent portions of each n listed above)

Table 12

Community Involvement and Leadership Comparing Those Who Worked on the Staffs of High School Newspapers and Yearbooks and Those Who Did Not Work on Publications Staffs

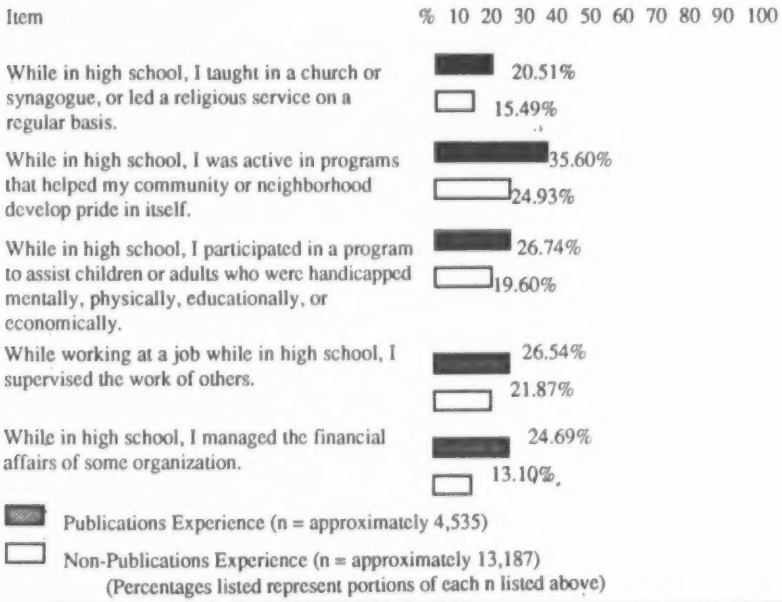
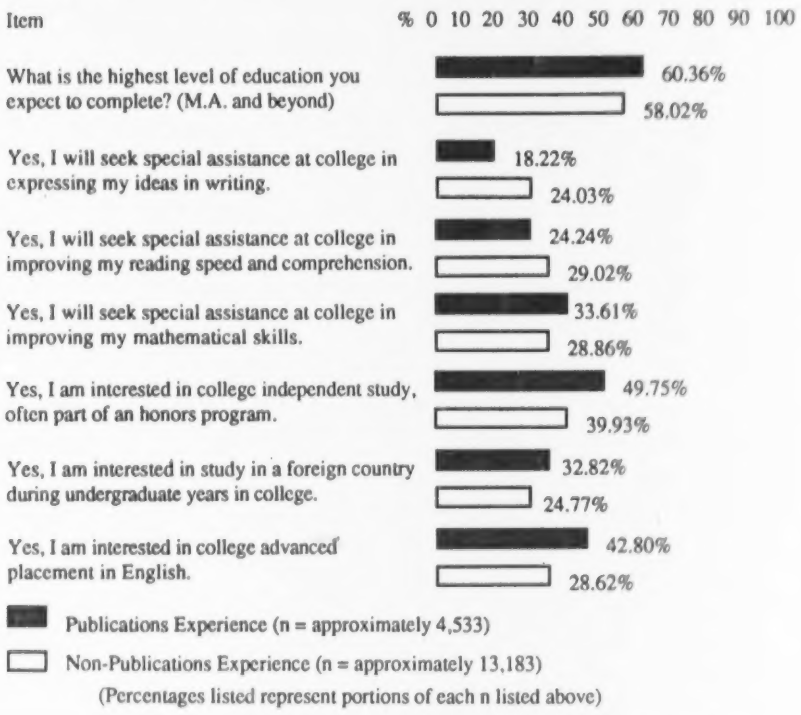

Item
% 10 20 30 40 50 60 70 80 90 100
While in high school, I taught in a church or synagogue, or led a religious service on a regular basis.
20.51%
15.49%
While in high school, I was active in programs that helped my community or neighborhood develop pride in itself.
35.60%
24.93%
While in high school, I participated in a program to assist children or adults who were handicapped mentally, physically, educationally, or economically.
26.74%
19.60%
While working at a job while in high school, I supervised the work of others.
26.54%
21.87%
While in high school, I managed the financial affairs of some organization.
24.69%
13.10%
Publications Experience (n = approximately 4,535)
Non-Publications Experience (n = approximately 13,187)
(Percentages listed represent portions of each n listed above)

Table 14

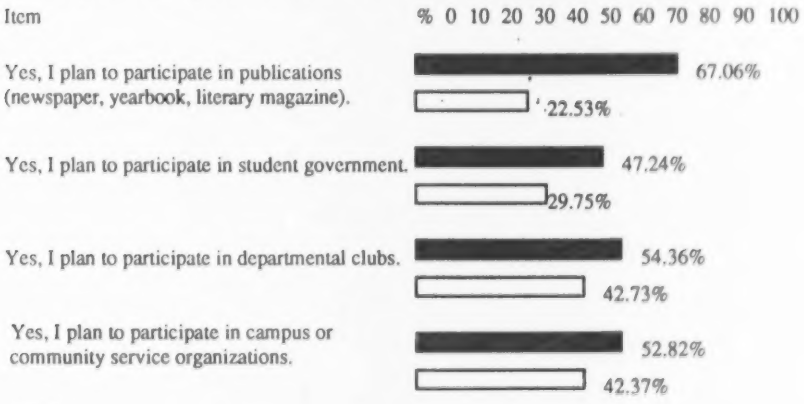
Academic Interests, Goals of Students with High School Newspaper or Yearbook Staff Experience Compared with Students Who Were Not Involved on a Publications Staff


Item
% 0 10 20 30 40 50 60 70 80 90 100
What is the highest level of education you expect to complete? (M.A. and beyond)
60.36%
58.02%
Yes, I will seek special assistance at college in expressing my ideas in writing.
18.22%
24.03%
Yes, I will seek special assistance at college in improving my reading speed and comprehension.
24.24%
29.02%
Yes, I will seek special assistance at college in improving my mathematical skills.
33.61%
28.86%
Yes, I am interested in college independent study, often part of an honors program.
49.75%
39.93%
Yes, I am interested in study in a foreign country during undergraduate years in college.
32.82%
24.77%
Yes, I am interested in college advanced placement in English.
42.80%
28.62%
Publications Experience (n = approximately 4,533)
Non-Publications Experience (n = approximately 13,183)

(Percentages listed represent portions of each n listed above)

Table 15

College Extracurricular Plans of Those High School Students With Newspaper or Yearbook Experience Compared With Those Who Had No High School Publications Experience


Item
% 0 10 20 30 40 50 60 70 80 90 100
Yes, I plan to participate in publications (newspaper, yearbook, literary magazine).
67.06%
22.53%
Yes, I plan to participate in student government.
47.24%
29.75%
Yes, I plan to participate in departmental clubs.
54.36%
42.73%
Yes, I plan to participate in campus or community service organizations.
52.82%
42.37%
Publications Experience (n = approximately 4,536)
Non-Publications Experience (n = approximately 13,179)

(Percentages listed represent portions of each n listed above)

Comparisons of Collegiate Writing Samples Between Students With and Students Without High School Newspaper or Yearbook Staff Experience (Part Two)

Analyses of 1,204 students from 18 colleges and universities who had taken the ACT Assessment in 1983-84 and who had taken the ACT COMP Prospectus Writing segment as college freshmen in 1984-1985 reveal the following: When compared with students who did not serve on the staff of a high school newspaper or yearbook, students who did serve on the staff of a newspaper or yearbook:

- were likely to choose Communications as a college major or career choice in 10 percent of the cases;
- were about four times more likely to choose Communications (journalism, radio/TV, advertising) as their first occupational choice and to select Communications as their first choice of college major;
- had significantly higher ACT COMP Total Writing scores and had significantly higher ACT COMP Writing subunit scores in Audience and Language and higher scores (though not statistically significant) in Organization.

Commission members believed that samples of college student writing might provide some barometer in determining the effectiveness of high school publications experience.

Eighteen representative colleges and universities were selected for which ACT had both Assessment Standard Research Service Records from the 1983-1984 high school student records and COMP Prospectus data from those same students during their 1984-1985 freshman college year. In all, 1,204 students' files were matched for the analysis--students for whom high school ACT Assessment scores as well as collegiate writing samples were known. Institutions involved were Alabama, South Alabama, Arizona State, Arkansas, DePaul, Northern Illinois, Illinois, Kansas, Hope College (Michigan), Detroit, Creighton, New Mexico State (Las Cruses), Ohio (Athens), Oklahoma State, Tennessee, Stephen F. Austin (Texas), Brigham Young and Wisconsin (Eau Claire).

COMP (College Outcome Measures Program) was developed by ACT in 1976 to assist colleges and universities in efforts to improve general education

and to build support for their programs, according to ACT's COMP Prospectus for 1984-1985. With help from faculty from more than 160 colleges and universities, ACT personnel identified educational outcomes thought to be critical to those students being graduated from colleges; several writing components were integral parts of the COMP program.

While the COMP measures process areas (communicating, solving problems, clarifying values) and content areas (functioning within social institutions, using science and technology, using the arts), the purview of this part of the study is restricted to three writing passages college freshmen have written. Scoring of the passages was completed at each institution, usually by faculty and staff members who teach writing, and then a sample of those was rechecked by ACT officials. "ACT staff have consistently re-evaluated samples of student responses that have been evaluated by faculty at participating institutions. The degree of agreement among raters has usually been very high," according to the 1984-1985 COMP Prospectus booklet produced by ACT.

Results of previous ACT studies of agreement among trained evaluators of the Writing Assessment range from .72 to .90; in current studies at ACT, coefficients of interrater agreement typically range from .80 to .95.

Regarding the writing component, that same publication describes its role as a subtest of the COMP Composite Examination:

> The Assessment consists of three 20-minute writing assignments. These writing assignments are based upon audio-tape stimuli material to which students listen. Each stimulus is two to four minutes long. Thus, the entire Assessment requires about 80 minutes to administer.
>
> The writing assignments are pragmatic in nature rather than academic. The contents for the three samples are a social science topic, a science topic, and a fine arts topic. Students are instructed to write three letters based on the audio-tape material. One letter is personal, a second is to a U.S. senator, and the third is to a radio station.
>
> The writing samples are evaluated using rating scales COMP has developed with the assistance of college writing instructors. Colleges score the Writing Skills Assessment locally. COMP provides the institution with rating scales and pre-scored writing samples for rater training. After training, about 12 minutes per student are

required to evaluate the three writing samples. COMP also will re-score a sample (usually about 10 percent) of the writing assessments to assure the institution that appropriate judgments are being made in comparing writing skills at other institutions. The use of the Writing Skills Assessment by colleges and universities can provide faculties with diagnostic information as well as comparisons with freshmen and seniors at other participating institutions. There are three forms of the Assessment in use each year, and new forms are introduced annually.

A Total Writing score, ranging from 0 to 31, is based on a composite of three scores: Audience (ranging from 0 to 10); Organization (ranging from 0 to 10); and Language (ranging from 0 to 11).

When evaluators rate the writing component, the ACT-recommended criteria for each section are as follows:

Audience: appropriateness of writing form for situation and intended audience; consistency in adherence to audience perspective; reference to common experiences; use of humor, tact, flattery and the like.

Organization: develops the points called for in a direct fashion, with control of language and transition; written on at least two levels of abstraction.

Language: writes in a precise or in a lively manner, with originality and effort to use interesting or clever phrases and a few scribal errors.

General instructions to writing evaluators are as follows: "The examinee should show an awareness of audience and create a 'voice' with a focus on explanation and persuasion: there should be a sense of organization and development, skillful use of language and sentence structuring devices (such as antithesis or parallelism), and no obtrusive scribal errors (e.g., spelling, punctuation, paragraphing and form). A special caution: No credit should be given for being right, and no penalty should be given for a position or attitude that you cannot accept, as long as it seems to represent what the writer intended. Try to avoid credit or penalties for penmanship.

Three writing samples, taking a total of one hour, were based on instructions below:

Activity 10: Marriage Roles. "Activity 10 relates to a taped commentary on marriage roles. While listening to the 3-minute tape, you should keep this page before you and make notes. In responding, draw on all the knowledge and skills you have acquired from any source as well as the information in the tape. You will have 20 minutes immediately after hearing the tape

to write a letter, following the instructions below. (Your answer will be rated on its content as well as on your skill in written communication.)"

You have just heard Paul describe the roles he and Susan play in their marriage. In the space provided on page 29, write a letter to a close friend advocating this arrangment. In this letter:

-State the benefits to be derived from Paul and Susan's arrangement.

-State a number of problems you see arising from such an arrangement.

-State a number of things that should be done to help solve these problems.

Activity 11: Radio News Broadcast: "Activity 11 relates to a radio news broadcast. While listening to the 4-minute newscast, you should keep this page before you and make notes. In responding, draw on all the knowledge and skills you have acquired from any source as well as the information in the newscast. You will have 20 minutes after listening to the newscast to write a letter, following the instructions below. (Your answer will be rated on its content as well as on your skill in written communication.)"

As noted in the broadcast, the federal government plans a crash program to develop synthetic fuels. For the next ten years, you want the federal government to spend some money developing synthetic fuels but feel that less should be spent on a crash program to develop new synthetic fuels and more should be spent on conservation. Using the space provided on page 33, write a letter to your U.S. senator. In this letter:

-State a number of ways our society would benefit if government emphasizes conservation over a crash program to develop new synthetic fuels.

-State a number of problems that might be created in our society if government emphasizes conservation over a crash program to develop new synthetic fuels.

-State a number of things that should be done by government to help solve these problems.

Activity 12: Recorded Music. "Activity 12 relates to a recording of a selection of music. While listening to the two-minute tape, you should keep this page before you and make notes. You will have 20 minutes after listening to the music to write a memo, following the instructions below. (Your answer will be rated on its content as well as on your skill in written communication.)"

Your local public radio station has announced plans to drop a program featuring bluegrass music. This program has been aired for one hour each week in prime time. The selections you have just heard are typical of the music played on the program. The program director of the station claims listeners are not interested in the program. As a member of the Citizen Advisory Committee for the station, you disagree. Using the musical selections you have just heard as examples, write a memo (in the space provided on page 37) to the program director urging that the program be continued. In this memo:

-State a number of reasons this type of music should be aired on a public radio station (reasons that should be important to members of the community).

-State a number of reasons why people may not be interested in listening to the program.

-State a number of ways the program director could increase the number of people interested in listening to the program.

Results and Discussion

Students who had served on the staff of a high school newspaper or yearbook scored significantly higher in the total writing score of the COMP Composite Writing component than did those who had not served on a school publication. Those with high school publications experience had mean scores of 19.12, 66th percentile, on the COMP Writing section compared with mean scores of 18.51, 60th percentile, for the non-publications students. Using t-tests, a difference significant at the .02 level and beyond was derived. It should be noted that all 1,161 students in this segment of the study had taken the COMP tests early in their freshman year of college; thus, effects of taking a college-level writing course would not figure into the results.

Rather, these students' high school writing experiences are the most likely formal academic influences on their performance on the COMP Writing component. These results will be valuable to colleges later as students are once again evaluated as sophomores and seniors. For the purposes of this study, however, results are of value because they indicate one of the first post-high school records of writing, and all have successfully completed high school and have entered college.

Within the three main components of the overall writing score--Audience, Organization and Language--the students with high school publications experience scored higher in all three, but statistically significantly higher in two of them: Audience and

Language. Publications students averaged 6.52 (65th percentile) for the Audience component while the non-publications students averaged 6.26 (60th percentile; $p<.05$).

In the Language component, students with high school publications staff experience scored 6.95 (72nd percentile) while the students with no high school newspaper or yearbook experience had an average score of 6.68 (65th percentile; $p<.002$).

The Organization component of the COMP Writing section was not significantly different, although the publications students achieved the 68th percentile (5.49) compared with non-publications students' average percentile of 66th (5.36).

Because publications students seem to have better standardized test scores, high school grades, and freshman college cumulative and first college English course grade point averages, some COMP Total Writing score comparisons were made to equalize the tendencies publications students have shown to excel in these areas.

In the first set of comparisons of overall COMP Total Writing scores, students were grouped according to their ACT Composite scores (taken in the 1983-1984 testing period when they were either second-semester juniors or seniors). All who had responded "yes" to SPS Item 143 had served on the staff of a high school newspaper or yearbook before the ACT test was taken. Students were assigned to one of four groups based on their Composite scores: Group 1 (0-17 ACT Composite; percentiles 0-43); Group 2 (18-22 ACT Composite; percentiles 48-70); Group 3 (23-26 ACT Composite; percentiles 76-89); Group 4 (27-35 ACT Composite; percentiles 92-99).

Results of the analysis show that in only one group, Group 3 (ACT Composites between 23 and 26), is there a significant difference between scores of publications students and non-publications students. However, in all four comparisons, publications students scored higher in the COMP Total Writing score.

Publications students with 0-17 ACT Composite scores in high school had averages of 17.05 on the COMP Total Writing component (41st percentile) compared with non-publications students' scores of 16.77 (38th percentile).

In Group 2 (ACT Composite scores of 18-22), publications students averaged 18.94 (64th percentile) on the COMP Total Writing component while non-publications students averaged 18.39 (59th percentile).

Publications students with 23-26 ACT Composite scores (Group 3) had significantly higher COMP Total Writing scores, 20.25 (75th percentile), than did non-publications students, who averaged 19.33 (67th percentile).

And in Group 4 (ACT Composite scores of 27-35), publications students averaged 21.26 (81st percentile) on the COMP Total Writing component while non-publications students had scores of 20.63 (77th percentile).

In order to further equalize the abilities of the four groups being analyzed, publications and non-publications students were grouped according to ACT English Assessment scores. In this way, it was believed that the ACT COMP Total Writing score would be more heavily influenced by general high school writing experiences, including high school publications writing background or lack thereof. Indeed, students from Group 3 (ACT English Assessment scores of 23-26) once again had significantly higher COMP Total Writing scores, 20.61 (77th percentile), than did non-publications students who had average scores of 19.35 (67th percentile).

Two of the three other groups showed students with publications staff experience scoring higher on the COMP Total Writing component than non-publications students. Group 1 publications students (ACT English scores of 0-17) averaged 16.61 on the COMP (37th percentile) compared with non-publications students' average of 16.16 (32nd percentile).

Group 2 (ACT English scores of 18-22) publications students also had higher COMP Total Writing scores, 18.81 (62nd percentile), compared with non-publications students, 18.69 (61st percentile). However, it must be noted that these scores are not significantly different statistically.

With Group 4 (ACT English scores of 27-35) publications students were a bit lower, 21.22 (81st percentile), than non-publications students, who had average scores of 21.31 (82nd percentile). However, since only 36 of 371 publications students and only 61 of 790 non-publications students were in this group with the highest ACT English scores, their value comes into question in this part of the study.

It seems proper to conclude that, in general, students coming from similar overall academic abilities (as indicated by ACT Composite scores) and students coming from similar English language abilities (as indicated by ACT English Assessment scores) tend to perform better on the Total Writing component of ACT's COMP Composite instrument. Statistically, publications students from Group 3 (Composite and English Assessment scores of 23-26) do significantly better on the COMP Total Writing component than do non-publications students. When grouped according to ACT Composite scores, publications students from groups 1,2 and 4 also had higher scores than non-publications students, but the differences were not significantly different statistically. When grouped according to ACT English

Assessment scores, publications students from groups 1 and 2 had higher scores, while in Group 4, non-publications students outscored the publications students by one-tenth of a point--but none of these was significantly different statistically.

Writing Audience

To further subdivide the COMP Total Writing scores, each of the three subunits that comprise the Total Writing score was examined. The first of these is the Audience score, and groups are once again divided by the results of the ACT English Assessment scores in order to equalize differences in basic English knowledge and ability.

The two groups with the significantly higher scores for publications students, Groups 3 and 4, have also achieved the highest ACT English Assessment scores. Within Group 3 (ACT English scores of 23-26), publications students averaged 7.08 (76th percentile) on the Audience component of the COMP Writing section while the non-publications students averaged 6.44 (64th percentile) on the Audience part of the writing section ($p<.02$).

Publications students from Group 4 (ACT English scores of 27-35) also had significantly higher Audience component scores in the writing exercise, 7.31 (81st percentile), than did the non-publications students, 6.57 (65th percentile, $p<.05$). It can also be observed that publications students from Group 3 had higher Audience scores than non-publications students in Group 4, but the difference is not statistically significant.

No significant differences in Audience writing scores were found in comparing Groups 1 and 2. Group 1 publications students (ACT English Assessment scores of 0-17) were slightly lower in the Audience component, 5.72 (46th percentile), than non-publications students, 5.76 (46th percentile).

Group 2 (ACT English Assessment scores of 18-22) publications students averaged 6.36 (61st percentile) on the Audience section of the writing exercise while non-publications students averaged 6.35 (61st percentile).

Thus, it appears that those students who have better abilities in English (84th percentile or above on their ACT English Assessments taken while juniors or seniors in high school) score better in the Audience portion of the COMP Total Writing exercise as collegians if they had also served on the staff of a high school newspaper or yearbook.

Writing Organization

In similar fashion, the same groups used in the above Audience analysis were used to better examine the

Organization component of the COMP Total Writing score.

The only observable significant difference is the comparison of publications and non-publications students in Group 4 (ACT English scores of 27-35). In that group, non-publications students had Organization scores of 6.89 (88th percentile) compared with publications students' scores of 5.97 (75th percentile, p. <.03). It must be noted, however, that group sizes (publications=36 and non-publications=61) might be too small to be indicative of a larger sample of students who might fall into this category.

Writing Language

The third and final subgroup analyzed that makes up a portion of the COMP Total Writing score is Language. Once again, publications and non-publications students were subdivided into four groups based on their performances on the ACT English Assessment taken while they were in high school. The COMP Composite Writing exercise was completed early in their freshman year of college.

In all four groups, publications students scored higher in the Language segment of the COMP Total Writing component, but only Group 3 publications students had significantly higher statistical scores.

Publications students from Group 3 (ACT English Assessment scores of 23-26) averaged 7.60 (80th percentile) on the Language section, and Group 3 non-publications students scored 7.07 (74th percentile, p<.001) on the same writing exercise.

It appears, once again, that the significant difference in the COMP Composite Writing subgroups occurs within comparisons of Group 3 (ACT English scores of 23-26--84th-94th percentiles). It would seem plausible that experience on a high school newspaper or yearbook staff has given an edge in Language on the COMP Writing section on all four levels, but especially among those students with ACT English scores of 23-26.

Summary of COMP Writing Subunits in Audience, Organization and Language

In the 12 major comparisons that have been made, publications students had higher scores in 10 (with three significantly higher statistically), while non-publications students had higher scores in just two of 12 (with one significantly different).

Group 1 (ACT English 0-17) publications students had a lower score in Audience, but they had higher scores in Organization and Language--but none were significantly lower or higher. And while they were higher in two of the three areas, interestingly the publications students in this group had lower ACT English scores than non-publications students (14.88

vs. 14.91), lower final grades in their final high school English courses completed prior to taking the ACT Assessment (2.96 vs. 3.09) and lower ACT Composite scores (16.05 vs. 16.68) than did the non-publications students. This stronger showing in the subunits of the COMP Total Writing exercise, in contrast to their weaker performance in the above mentioned areas, would indicate that their high school newspaper or yearbook staff had some impact on their writing abilities.

Publications students within Group 2 (ACT English 18-22) have higher scores in all three areas of the analysis--Audience, Organization, and Language--but none is significantly different. Unlike Group 1, Group 2 publications students are also higher than non-publications students in their ACT English Assessment scores (20.41 vs. 20.24), higher in their ACT Composite scores (20.39 vs. 20.27) and higher in their final high school English course grade (3.46 vs. 3.35). However, none of these is significantly different statistically. Thus, with Group 2, it is difficult to make assumptions about the effects of high school newspaper or yearbook staff experience on their writing abilities as college freshmen because they seem to be an equivalent degree higher in the above areas of comparison as well.

With Group 3 publications students (ACT English 23-26), some interesting comparisons and assumptions might be made. The group with high school newspaper or yearbook staff experience had significantly higher scores in both Audience and Language subunits of the COMP Writing segment. Their Organization score was higher but not statistically significant. However, those same Group 3 publications students had lower ACT English scores than non-publications students (23.92 vs. 24.06), lower ACT Composite scores (23.52), but a higher grade in their final high school English class (3.87 vs. 3.67). However, none of these added analyses is statistically significant. But given the lower ACT English Assessment score and the lower ACT Composite score, it would seem that publications staff experience probably had a significant impact on college writing abilities for these Group 3 publications students compared with their non-publications counterparts.

Group 4 comparisons are more difficult to make because of the small number of subjects in each group (36 in publications and 61 in non-publications). While high school publications experience might have made this difference, it is unclear that this was the case for Group 4 students because of the small sample.

Student Profile Section: Choices of College Major

Students with high school publications experience were about four times as likely to select communication as a college major than non-publications students.

Communication in ACT's Student Profile Section includes journalism, radio/television (related to broadcasting) and advertising. In the analysis, these subdivisions were not able to be separated.

Communication was tied for fourth among the top college major choices of publications students (10 percent indicated it as their top selection) while it was not among the top eight choices of the non-publications students. Only 2.54 percent of the non-publications students chose communication as their choice of college major.

Both groups chose education as their third choices, but a higher percentage of publications students, 10.27 percent, wanted to major in teaching while only 9.92 percent of the non-publications students wanted teaching majors.

Student Profile Section: Occupational Choice

Student choices of occupations, as measured when they took the ACT Assessment examination as high school juniors or seniors, were similar to their choices of college majors --with some minor differences.

More than four times as many publications students (10.33 percent) as non-publications students (2.55 percent) indicated a desire to enter communication professions.

To summarize occupational choice differences, it seems that publications students are spread more evenly throughout the top choices: Communication, the fourth ranked choice of publications students, does not show up in the top ten choices of non-publications students. Also, only 36.14 percent of the publications students chose the top two professions--health and business--while 41.91 percent of the non-publications students selected business and health in their top two. A much higher relative percentage of publications students (12.77 percent) chose education than did non-publications students (9.81 percent). The fifth choice of both groups, social science, also showed a fairly substantial difference: Publications students chose this area in 9.51 percent of the cases while non-publication students choise it only 6.75 percent of the cases.

Table 16

ACT COMP Writing Assessment Results Comparing Those Students With High School Newspaper and Yearbook Staff Experience and Those With No Publications Staff Experience

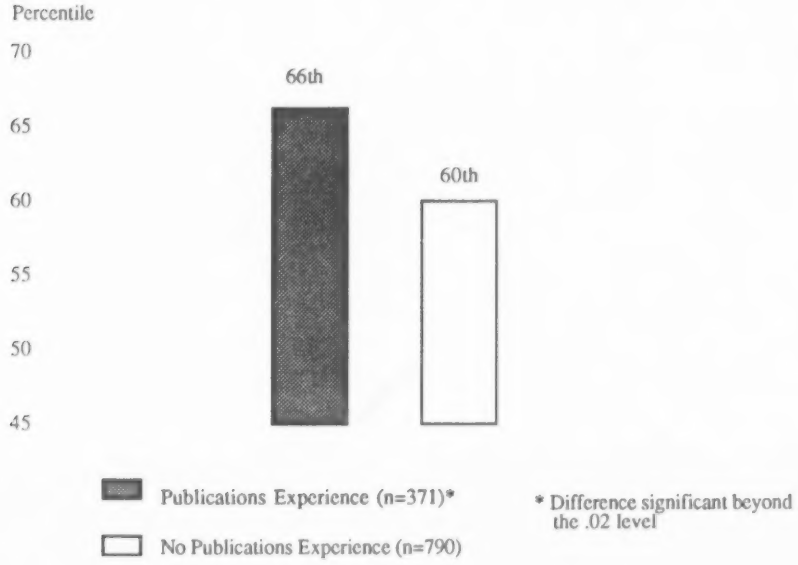


Table 17

COMP Writing Audience, Organization and Language Score Comparisons Between Students with High School Newspaper or Yearbook Staff Experience and Those without Publications Experience

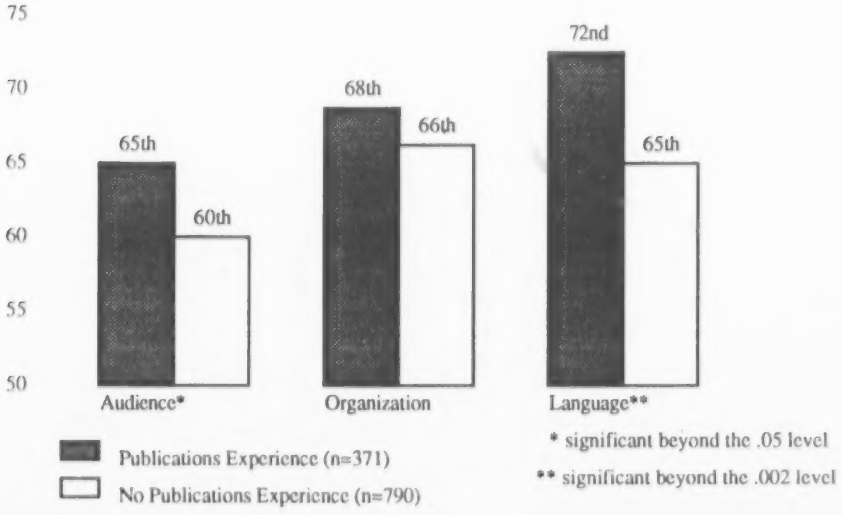
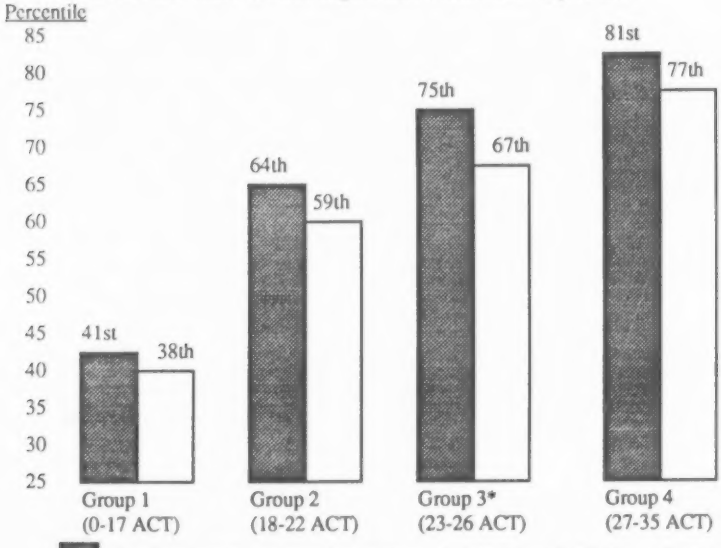


Table 18

ACT COMP Total Writing Score Comparisons, Based on ACT Composite Score Ability Groupings, Between Those Students Who Had Served on the Staff of a High School Newspaper or Yearbook and Those Without High School Publications Experience



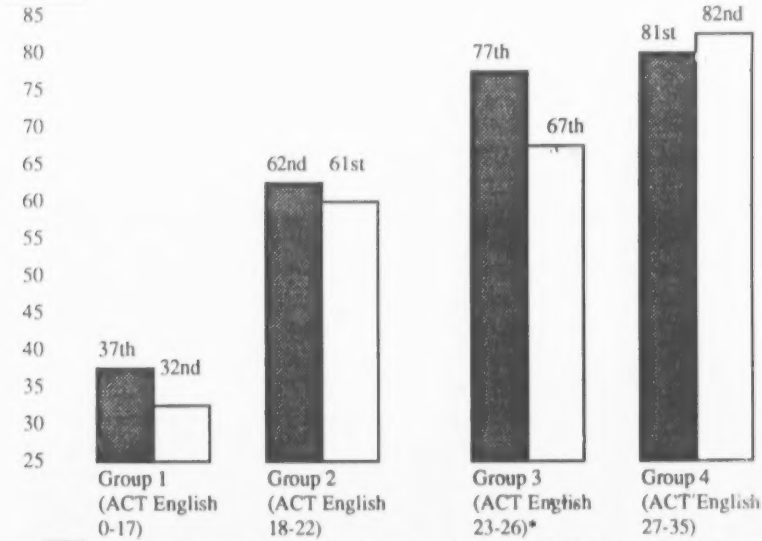
Publications Experience (n=81 Group 1; 156 Group 2; 91 Group 3; 43 Group 4)

No Publications Experience (n=175 Group 1; 337 Group 2; 190 Group 3; 88 Group 4)

* Significant beyond the .05 level

Table 19

ACT COMP Total Writing Score Comparisons, Based on ACT English Assessment Score Ability Groupings, Between Those Students Who Have Served on the Staff of a High School Newspaper or Yearbook and Those Who Have Not Served on a High School Publications Staff



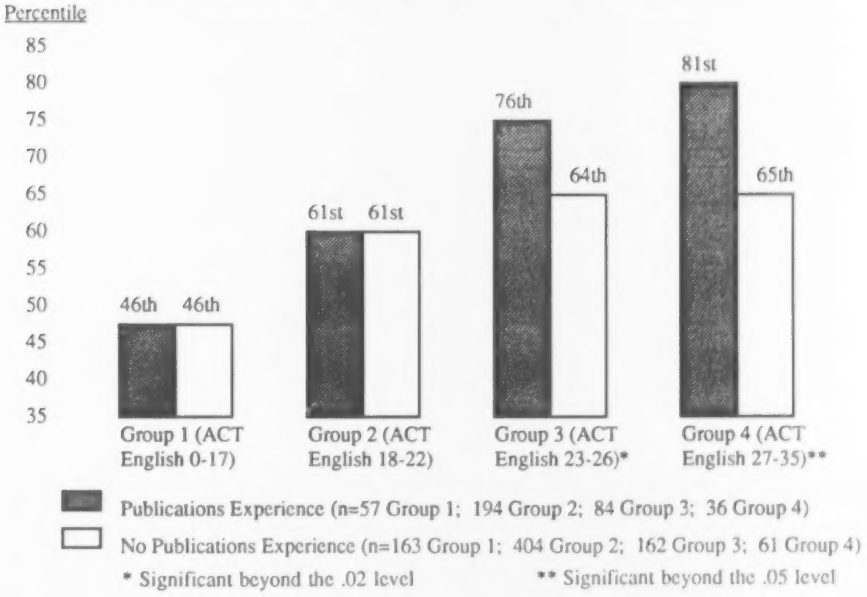
Publications Experience (n=57 Group 1; 194 Group 2; 84 Group 3; 36 Group 4)

No Publications Experience (n=163 Group 1; 404 Group 2; 162 Group 3; 61 Group 4)

* Significant beyond the .005 level

Table 20

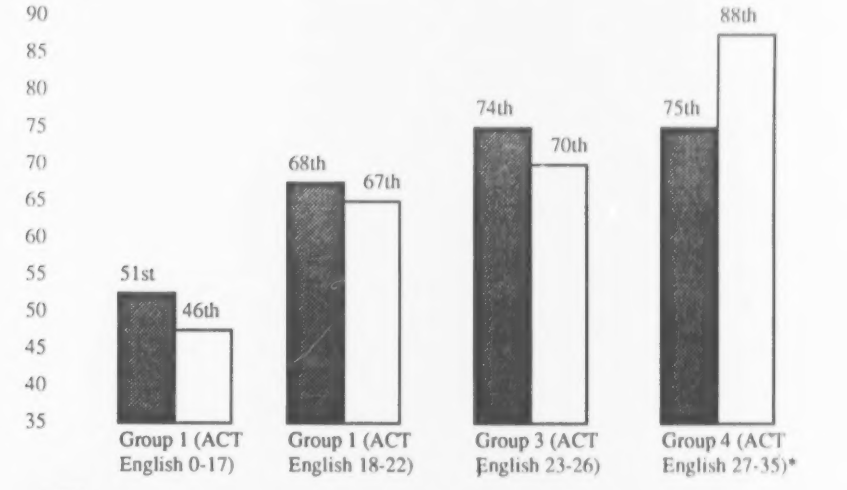
ACT COMP Audience Writing Score Comparisons, Using ACT English Assessment Score Ability Groupings, Between Those Students Who Served on the Staff of a High School Newspaper or Yearbook and Those Students Who Did Not Serve on a Publications Staff



* Significant beyond the .02 level ** Significant beyond the .05 level

Table 21

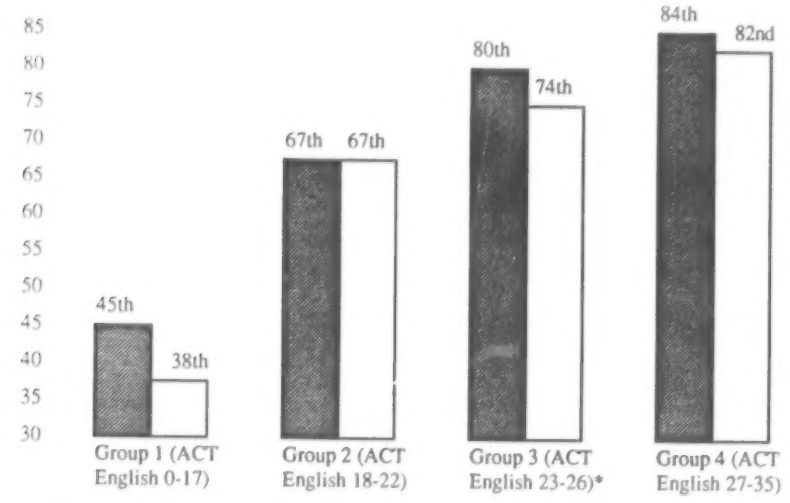
ACT COMP Organization Score Comparisons, Using ACT English Assessment Score Ability Groupings, Between Those Students with High School Newspaper or Yearbook Staff Experience and Those Students Who Did Not Serve on the Staff of a High School Newspaper or Yearbook



* Difference significant beyond the .03 level

Table 22

ACT COMP Language Writing Score Comparisons, Using ACT English Assessment Score Ability Groupings, Between Those Students Who Served on the Staff of a High School Newspaper or Yearbook and Those Students Who Did Not Serve on a High School Publications Staff



* Significant beyond the .001 level

Table 23

Summary of COMP Writing Audience, Organization, and Language Score Differences Indicating Relationship of Publications Students' Scores to Non-Publications Students' Scores

	Audience	Organization	Language
Group 1 (Publications) (ACT English 0-17)	Lower	Higher	Higher
Group 2 (Publications) (ACT English 18-22)	Higher	Higher	Higher
Group 3 (Publications) (ACT English 23-26)	Higher*	Higher	Higher*
Group 4 (Publications) (ACT English 27-35)	Higher*	Lower*	Higher

*Significantly different at the .05 level and beyond

Table 24

Top Choices of College Major Comparing Those Students With High School Newspaper or Yearbook Staff Experience and Those Without Publications Experience

Rank	Publications Experience (n=370)	Rank	No Publications Experience (n=786)
1.	Health Professions (18.11%, n=67)	1.	Business (22.65%, n=178)
2.	Business (17.30%, n=64)	2.	Health Professions (18.19%, n=143)
3.	Education (10.27%, n=38)	3.	Education (9.92%, n=78)
4.	Communication (tie) (10%, n=37)	4.	Computer Science (7.38%, n=58)
4.	Social Science (tie) (10%, n=37)	5.	Undecided (7.12%, n=56)
5.	Undecided (7.57%, n=28)	6.	Social Science (5.85%, n=46)
6.	Fine Arts (5.95%, n=22)	7.	Engineering (4.58%, n=36)
7.	Computer Science (4.05%, n=15)	8.	Fine Arts (4.33%, n=34)

Table 25

Top Choices of Occupation Comparing Those Students With High School Newspaper or Yearbook Staff Experience and Those Students Without Publications Experience

Rank	Publications Students (n=370)	Rank	Non-Publications Students (n=786)
1.	Health Professions (18.48%, n=68)	1.	Business (22.93%, n=180)
2.	Business (17.66%, n=65)	2.	Health Professions (18.98%, n=149)
3.	Education (12.77%, n=47)	3.	Education (9.81%, n=77)
4.	Communication (10.33%, n=38)	4.	Undecided (8.79%, n=69)
5.	Social Science (9.51%, n=35)	5.	Social Science (6.75%, n=53)
6.	Undecided (7.61%, n=28)	6.	Computer Science (6.50%, n=51)
7.	Fine Arts (5.43%, n=20)	7.	Fine Arts (4.20%, n=33)
8.	Computer Science (4.35%, n=16)	8.	Engineering (4.08%, n=32)

Results of ACT/JEA High School Language Arts Experience Survey (Part Three)

Thus far in the first two phases of the ACT/JEA study of journalism's role in the secondary school, analyses were based on information that included students' experiences on the staffs of high school newspapers or yearbooks. In this final phase, a survey was developed that was specifically designed to detect influences of a journalism credit course per se in relationship to all other language arts courses students took for credit. Thus, the results presented here are based solely on responses of students' evaluations of their language arts credit courses, including journalism, with publications experience removed from consideration.

METHOD

A survey, based on a review of literature, was structured by JEA Commission members involved with the ACT-related parts of this report. It was further evaluated by language arts specialists at ACT, and their suggestions were incorporated into the final survey. In general, the 29 items that were chosen for the evaluative portion of the survey were based on generally accepted language arts competencies, with special emphasis on writing and thinking, found in various national and state commissions on excellence in education as well as in many schools' stated language arts objectives. Students rated each of the 29 competencies on a three-point scale, with "helped a lot"=3, "helped a little"=2, and "did not help"=1.

The survey was purposely general in nature so that respondents would not detect that journalism was going to be studied specifically. ACT's cover letter and the survey itself made it clear that it was a "high school language arts experiences" instrument, and open-ended responses on the final page of the survey would indicate that students indeed responded to their general high school language arts credits without any predetermined bias toward journalistic aspects. For example, only 15 of 269 open-ended responses dealt with journalism. The remaining 254 statements addressed required English courses and other language arts electives.

For each of the 29 competencies, students were asked to rate it under each applicable section related to language arts experiences: Standard English (English I, II, III, etc.); Journalism Courses; and

Other Elective Courses (Speech, Drama, Creative Writing, etc.).

Having the instrument sent under the ACT letterhead also removed the influence a group like the Journalism Education Association might have if it had been written on its stationery. Also, JEA Commission members believed that having the data collected by a nationally respected educational testing organization lent a good deal of credibility to respondents and to the accompanying results.

From a list of 8,063 records of high school students attending 18 colleges within 14 states, every third name was chosen for the sample, for a total of 2,687 students who had indicated that they had served on the staff of a high school newspaper or yearbook. All had taken the ACT Assessment during the 1984-1985 testing period, and were college freshmen during the 1985-1986 academic year. The respondents, then, are the most recent group to have taken ACT tests as freshmen and to have begun college in the fall of 1985. This also represents a totally different sample than in the first two phases of the study.

The instrument was mailed from ACT headquarters in Iowa City in late March 1986, and respondents were asked to return their four-page surveys within five days of receipt. With 558 usable responses, for a return rate of almost 21 percent, it was thought that an adequately sized group was available for analyses. The return rate was a bit low for a mailed survey because ACT had home addresses--not collegiate addresses--so each letter and survey had to go to students' permanent home addresses, be forwarded by families to various colleges, and then completed by students and returned to ACT in a postage-paid and addressed return envelope. Insufficient time was available for a follow-up mailing.

The respondents involved in this phase of the ACT study are not typical of the overall sample selected, and results should be interpreted accordingly. For example, the respondents earned significantly higher scores than non-respondents in ACT Composite scores, ACT English, ACT Mathematics, ACT Social Sciences, ACT Natural Science, the high school English grade earned before the taking of ACT Assessment, and the first semester college grade point average. Respondents also had a better average in the first college English course, but it was not statistically significant.

Also, among the 558 respondents compared with the 2,129 non-respondents, several demographic differences must be taken into account: 72.6% of the respondents were female compared with 62.1% of the non-respondents; 27.4% of the respondents were male compared with 37.9% of the non-respondents; 2% of the respondents were black while 5.3% of the non-respondents were from that

minority; 92.4% of the respondents were white compared with 87.1% of the non-respondents.

Thus, the 558 respondents compared with the non-respondents represent academically superior students who tend to be non-minority females.

However, their reactions to the survey, as seen in the following data, would tend to verify the worth of journalism as one of the best high school language arts courses.

Of the 558 returned surveys, 143 were from students who had taken a credit course in journalism; 415 students had not taken high school journalism.

Colleges and universities from which the 558 respondents came include Alabama, South Alabama, Arizona State, Arkansas, DePaul, Northern Illinois, Illinois, Kansas, Hope College (Michigan), Detroit, Creighton, New Mexico State (Las Cruces), Ohio (Athens), Oklahoma State, Tennessee, Stephen F. Austin (Texas), Brigham Young and Wisconsin (Eau Claire).

RESULTS AND DISCUSSION

When students with a high school course in journalism were compared with those who did not have a journalism course, they rated their journalism class experiences higher than either their standard English courses (English I, II, III, etc.) or their language arts electives (speech, drama, creative writing, etc.) in 15 of 29 competencies. Additionally, they were tied for top choice in another competency. Those same students with journalism course backgrounds selected eight of 29 Standard English courses as fulfilling competencies in those areas, while they selected five of 29 items as top choices within the English elective category.

When compared with standard (required) English and English electives, journalism courses surfaced as strongest choices for the following items: #2: "Ability to organize a piece of writing for a specific purpose and audience"; #5: "Ability to vary writing style for different readers and purposes"; #6: "Ability to improve writing through self-editing--correcting errors, and rewriting sentences and paragraphs"; #9: "Ability to write non-fiction concisely, with clarity, accuracy and objectivity"; #10: "Ability to edit, for a specific audience, the writing of others"; #12: "Ability to separate personal opinions and assumptions from those of a writer"; #14: "Ability to answer and ask questions coherently and concisely, and to follow spoken instructions"; #15: "Ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said"; #17: "Ability to identify and formulate problems and to

propose and evaluate ways to solve them"; #19: "Ability to write persuasively about issues related to school and non-school issues"; #20: "Ability to draw reasonable conclusions from information found in various sources, whether written, spoken or displayed in tables and graphs"; #26: "Ability to deal with conflicts while working with other people on a project"; #27: "Development of a sense of responsibility, leadership and personal maturity"; "#28: "Development of self-confidence, personal worth and self-esteem"; and #29: "Development of a sense of accomplishment and involvement in the school and community."

In addition, journalism students thought competency #1 was a tie between journalism and standard English courses: "Ability to develop topic ideas for writing."

In addition to journalism courses finishing with highest total scores in 15 of the 29 competency areas (and tied for another), students who took journalism in high school rated journalism courses as their second choices in nine of the remaining 13 competencies.

Journalism finished second to standard English courses on items #3: "Ability to organize, select and relate ideas, outline them and develop them into coherent paragraphs"; #4: "Ability to write standard English sentences in correct sentence structure using appropriate verb forms, punctuation, capitalization, possessives, plurals, word choice and correct spelling"; #7: "Ability to gather information from primary and secondary sources, to write a report using this research, to quote, paraphrase and summarize accurately and to cite sources properly"; #11: "Ability to identify and comprehend the main and subordinate ideas in a written work and to summarize them"; and #21: "Ability to comprehend, develop and use concepts and generalization."

Journalism finished second to Other Elective Courses on four items: #13: "Ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors"; #16: "Ability to use appropriate spoken language with diverse individuals and groups"; #22: "Ability to accept constructive criticism and learn from it"; and #25: "Ability to communicate with peers and older people on a professional level."

Journalism courses finished third in only three of the 29 competencies in which standard English courses finished first: #8: "Development of a writing style applicable to either fiction or non-fiction"; #18: "Ability to recognize and use inductive and deductive reasoning, and to recognize errors in reasoning"; and #23: "Ability to understand and synthesize main ideas from reading, lectures and other academic experiences;

and to apply information to new situations."

Journalism courses finished in third place among students who took journalism in only one of the 29 competencies in which language arts other elective courses finished first: #24: "Ability to develop specialized vocabularies, and to use them for reading, writing, speaking, listening, computing and studying."

JOURNALISM/NON-JOURNALISM COMPARISON: JOURNALISM COURSES

Some within-group differences are statistically significant, and they occur mainly within the comparisons related to the journalism courses groups. For the sake of analysis, those students who indicated that they had taken a course, or courses, called "Journalism" were isolated from those who might have taken newspaper or yearbook for credit. In 21 of the 29 items those who had taken at least one class called "Journalism" had statistically different higher responses to items #1-12, #14-16, #18-21, and #23-24.

Students who took journalism as a class also had higher responses than students who had taken newspaper or yearbook for credit (and not journalism) to items #13, #17, #22, #25, #27-29, but none of these was significantly different. The groups tied on item #26.

These findings might be explained in several ways. Perhaps if journalism is offered as a class, the teacher is more apt to be certified to teach journalism than in cases in which students earn credit for working on a newspaper or yearbook. And in those cases, teachers have had academic background that might be lacking in other cases. For example, it is a common administrative technique to skirt state certification standards by giving names to courses that comply with a non-certified teacher's background: A class called "Publications," "Practical English," "Newspaper" or "Yearbook" might be taught in various states by those who hold general 7-12 language arts certification. However, those same courses, if called "Journalism," would not be able to be taught by an uncertified teacher. And lack of certification might lead to a poorly designed and inadequately instructed course, and one in which a teacher feels ill-prepared and uncomfortable.

Another explanation for these rather significant findings is that a course in the curriculum called "Journalism" is probably taught in regular units and with a more traditional classroom approach--rather than the purely laboratory setting that might accompany those called "Newspaper" or "Yearbook." Thus, students have overwhelmingly supported them over the others because they have really learned theories, principles

produce a publication--and with its production being the sole objective rather than a real understanding of the language arts principles that underlie their and practices rather than just being turned loose to activity.

Also, schools in which "Journalism" is taught might also have a second course in "Journalism II" or in laboratory emphasis, which allows the first "Journalism" course to be truly an academic experience unencumbered by heavy publication demands. It would seem such low relative rankings were attained from those who had taken yearbook or newspaper for credit but who had not taken a course in journalism because they missed out on having such an introductory course with language arts emphasis, but rather had to plunge right into producing a publication.

To summarize the Journalism Courses category, those who had taken a journalism course rated 28 of 29 competencies higher than those who did not take journalism--and the other item was a tie. In 21 of the 28 competencies, students who had taken a journalism course gave significantly higher ratings than those who had taken "Newspaper" or "Yearbook" but not journalism.

STANDARD ENGLISH COURSES

No statistically significant differences were found between comparisons of students who had taken journalism (n=143) and those who had not (n=415) within the Standard English Courses ratings of the survey; however, in 21 of 29 competencies, those students who had taken at least one "Journalism" course rated standard English courses lower than those who did not have a journalism course experience.

In this category of the comparison between those students who had taken a Journalism Course (n=88) and Other Elective Courses (including Speech, Drama, Creative Writing, etc.) (n=240), a similar trend occurred that had also been apparent in the Standard English Course comparisons.

Students with Journalism Courses ranked Other Elective Courses lower than those who had not taken a Journalism Course in 17 of 29 of the competencies. This, plus the fact that those who took Journalism Courses ranked them ahead of Other Elective Courses in 21 of 29 competencies, reinforces the conclusion that those with Journalism Courses found other electives in English less fulfilling in overall language arts objectives.

Three of the comparisons involving Other Elective Courses were significantly different statistically. In two competencies, #s 5 and 11, Other Elective Courses were rated higher by those without Journalism Course experience, while #16 was the only Other Elective

Course that those with Journalism Course experience ranked significantly higher than those who took no journalism. That item was "Ability to use appropriate spoken language with diverse individuals and groups." No doubt courses in speech, drama and debate weighed heavily in this ranking that was so oriented toward speaking competency.

COMPETENCY AREA ANALYSIS

To better understand the relationships of the 29-item ACT High School Language Arts Experiences Survey, items were assigned into six competency areas of language arts and then totaled for analysis. The areas to which competency items were assigned are:

-Writing
-Editing
-Gathering Information/Use of Sources
-Critical Thinking
-Language Use
-Affective Domain.

When students who had a journalism course rated it along with their standard English courses and their other elective courses in language arts, the journalism course category was the top choice in four of the six competency areas: Writing, Editing, Gathering Information/Use of Sources and Affective Domain.

Standard English courses finished first in both of the other areas: Critical Thinking and Language Use.

Journalism courses, when compared with standard English courses and other elective courses in language arts by students who have taken at least one high school journalism credit class, fare extremely well. These students rate journalism courses more highly than the other two areas in four of six competency areas, second in one and a close third in another.

COMPETENCY-AREA COMPARISONS: JOURNALISM VS. NON-JOURNALISM

Those students in the journalism course category who are listed as "Non-Journalism" students were those who took a credit course in something called "Yearbook" or "Newspaper" or "Publications" but not "Journalism."

The comparisons in which significant statistical differences are present can be seen within the journalism courses category: Students with high school journalism for credit rated each competency area higher than did those without a journalism class (but who might have taken a newspaper or yearbook class). Once again, many of the same reasons already discussed might be factors in these consistently higher ratings among journalism students: The class called "Journalism" most likely had a certified teacher--unlike those in many states that might allow a language arts (or other)

teacher to supervise a newspaper or yearbook in a laboratory setting and with the major objective of publishing something on a regular basis. A school having a journalism credit course might use it within the language arts in a traditional manner with emphasis on theory, principles and practices that are not always directly involved in producing a publication.

It seems apparent from analyses that schools having a course or courses called "Journalism" are preferable, for whatever reasons, to those schools having only courses called "Yearbook," "Newspaper," or other synonyms for publications production. These courses may not be out of step with certain language arts objectives, but when students in them have not had the opportunity to take a "Journalism" course as such, it would seem that the competencies listed in the survey are possibly not going to be as adequately fulfilled.

When all items under each of the three areas of examination--standard English courses, journalism courses, other elective courses--in language arts were totaled, the top evaluation attained, 65.87, was by those students who had taken a credit course in journalism (as opposed to those who took one or more courses in yearbook or newspaper exclusive of journalism). This means that of all three areas, journalism students thought a journalism course or courses fulfilled the 29 language arts competencies better than either standard English courses or other elective courses.

The lowest evaluation of the 29 competencies fell in the journalism course area by those who had taken some type of publications work for credit but not one entitled "Journalism." Their evaluation of journalism courses was only 56.83.

As seen earlier, those with journalism course experience tended to rate both standard English lower than those without journalism experience (60.78 for journalism; 62.35 for non-journalism), and journalism students also rated other elective courses in language arts lower than their non-journalism counterparts (60.72 for journalism; 61.02 for non-journalism). This overall look at the outcome supports the conclusion that a journalism course is an integral part of the language arts curriculum, and it fulfills many of the competencies suggested by experts, and in several respects, it surpasses in effectiveness any other language arts offerings used in this study.

OTHER DEMOGRAPHIC COMPARISONS INVOLVING PHASE III GROUPS

In earlier findings, it was reported that 10 percent of the students with high school publications

staff experience indicated that they were going to major in Communications (journalism, radio/TV or advertising), and just slightly more than that were going to seek Communications careers. Within this group of data, a rather striking new finding has surfaced: Those who took a high school journalism course for credit indicated in 25 percent of the cases that they were majoring in Communications at their respective colleges or universities.

When one considers that those with no high school publications experience choose Communications as a college major in about 2.55 percent of the cases, this means that those who have had high school publications experience and a high school course in journalism are about 10 times more likely to major in Communications than those without that background. And, those students who have had a high school journalism course are about two and one-half times more likely to take Communications as a college major than those who have not taken it but who have had high school newspaper or yearbook staff experience.

Those who took high school journalism are less likely to have taken English IV in high school than non-journalism students (perhaps because journalism substituted for it) (chi square, $p<.01$).

College students were more likely (chi square, $p<.001$) to have taken a collegiate journalism course if they had also taken a high school journalism class for credit. The same students were also more likely (chi square, $p.<.001$) to have had some experience on their college radio/TV stations than those who had no high school journalism class.

Another significant difference (t test, $p<.001$) between those who took high school journalism and those who did not can be seen in journalism students' SPS composite writing score--a combination of SPS Items #143 through 149 (including serving on the staff of a publication, creative writing, awards for writing and the like). Journalism students had a 3.09 score while non-journalism students averaged 2.38.

Implications of these findings seem rather apparent for both college and university journalism schools as well as for professional media outlets. High school journalism courses ought to be a major concern of colleges and universities that prepare teachers, and their outreach programs should give this area a top priority, for from such high school programs will come the next generation of Communications majors. And for professional media, it would seem that nurturing high school programs, perhaps in conjunction with support for local college and university journalism education programs, will lead to a greater number of talented college graduates in Communications from which to choose for professional positions.

Indeed, secondary school language arts curriculum designers and administrators should also be aware of the ACT-generated data and survey results. Students who have taken a credit class in journalism consistently rated it higher than their standard English courses or their other elective courses as fulfilling those competencies in language arts being espoused by national and state commissions on excellence in education. Such a course decidedly belongs within the language arts curriculum of secondary schools.

--Jack Dvorak
Indiana University
Bloomington, Indiana

Acknowledgment:

The Commission is especially grateful to Dr. James Maxey, director and senior research scientist in the American College Testing's Research Division, for his assistance with the three sections of this report that deal with findings derived from ACT-generated data. He took an active interest in the JEA study over a year-and-a-half period and was supportive, eager to make suggestions, patient and concerned that the Commission receive full benefit from its relationship with ACT of Iowa City, Iowa.

Table 26

Results of ACT High School Language Arts Experiences Survey of College Freshmen
Comparing Those Students Who Took a High School Credit Course in Journalism with Those Students
Who Did Not Take a Journalism Credit Course

Competency	Standard English		Journalism Course		Other Electives	
	Journalism (n=143)	Non-Journalism (n=415)	Journalism (n=143)	Non-Journalism (n=159)	Journalism (n=88)	Non-Journalism (n=240)
1. Ability to develop topic ideas for writing.	2.41	2.42	2.41*	1.98	2.21	2.45
2. Ability to organize a piece of writing fro a specific purpose and audience.	2.42	2.44	2.56*	2.12	2.48	2.60
3. Ability to organize, select, and relate ideas, outline them, and develop them into coherent paragraphs.	2.65	2.63	2.39*	1.97	2.20	2.38
4. Ability to write Standard English sentences in correct sentence structure using appropriate verb forms, punctuation, capitalization, possessives, plurals, word choice, and correct spelling.	2.67	2.74	2.09*	1.79	1.79	1.83
5. Ability to vary writing style for different readers and purposes.	2.02	2.07	2.51*	2.05	2.21	2.42**
6. Ability to improve writing through self-editing--correcting errors, and rewriting sentences and paragraphs.	2.26	2.12	2.65*	2.24	1.98	2.00
7. Ability to gather information from primary and secondary sources, to write a report using this research, to quote, paraphrase and summarize accurately, and to cite sources properly.	2.42	2.49	2.39*	1.99	2.12	2.34
8. Development of a writing style applicable to either fiction or non-fiction.	2.15	1.99	1.93**	1.64	2.01	2.00
9. Ability to write non-fiction concisely, with clarity, accuracy, and objectivity.	2.17	2.19	2.41*	1.97	1.94	1.97
10. Ability to edit, for a specific audience, the writing of others.	1.78	1.87	2.57*	2.15	1.79	2.03
11. Ability to identify and comprehend the main and subordinate ideas in a written work and to summarize them.	2.52	2.45	2.05**	1.75	1.84	2.00**
12. Ability to separate personal opinions and assumptions from those of a writer.	1.99	2.15	2.37*	1.89	1.93	2.10

Competency	Standard English		Journalism Courses		Other Electives	
	Journalism (n=143)	Non-Journalism (n=415)	Journalism (n=143)	Non-Journalism (n=159)	Journalism (n=88)	Non-Journalism (n=240)
13. Ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.	2.11	2.19	2.22	2.00	2.36	2.36
14. Ability to answer and ask questions coherently and concisely, and to follow spoken instructions.	2.16	2.26	2.31***	2.08	2.11	2.27
15. Ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.	2.03	2.08	2.37*	2.02	2.11	2.17
16. Ability to use appropriate spoken language with diverse individuals and groups.	1.94	2.07	2.12**	1.82	2.44***	2.33
17. Ability to identify and formulate problems and to propose and evaluate ways to solve them.	1.84	1.86	2.06	1.95	2.05	2.01
18. Ability to recognize and use inductive and deductive reasoning, and to recognize errors in reasoning.	1.90	1.92	1.85***	1.61	1.88	1.96
19. Ability to write persuasively about issues related to school and non-school issues.	2.02	2.14	2.54*	2.19	2.34	2.36
20. Ability to draw reasonable conclusions from information found in various sources, whether written, spiken, or in tables and graphs.	2.13	2.24	2.24*	1.84	2.07	2.14
21. Ability to comprehend, develop, and use concepts and generalization.	2.41	2.38	2.13**	1.82	2.12	2.20
22. Ability to accept constructive criticism and learn from it.	2.26	2.37	2.51	2.36	2.67	2.64
23. Ability to understand and synthesize main ideas from reading, lectures, and other academic experiences; and to apply information to new situations.	2.29	2.28	2.12*	1.77	2.18	2.16
24. Ability to develop specialized vocabularies, and to use them for reading, writing, speaking, listening, computing, and studying.	2.36	2.33	2.33*	1.93	2.45	2.26
25. Ability to communicate with peers and older people on a professional level.	2.04	2.11	2.50	2.31	2.53	2.47
26. Ability to deal with conflicts while working with other people on a project.	1.64	1.81	2.51	2.51	2.29	2.19

Competency	Standard English		Journalism Courses		Other Electives	
	Journalism (n=143)	Non-Journalism (n=415)	Journalism (n=143)	Non-Journalism (n=159)	Journalism (n=88)	Non-Journalism (n=240)
27. Development of a sense of responsibility, leadership, and personal maturity.	1.85	1.88	2.66	2.56	2.40	2.31
28. Development of self-confidence, personal worth, and self-esteem.	1.99	1.98	2.59	2.46	2.57	2.52
29. Development of a sense of accomplishment and involvement in the school and community.	1.72	1.84	2.65	2.60	2.32	2.23

* within-group chi square significant beyond the .001 level
** within-group chi square significant beyond the .01 level
*** within-group chi square significant beyond the .05 level

Table 27

Results of Language Arts Competency-Area Analysis of Those College Students Who Had Taken a High School Credit Course in Journalism, Comparing Their Ratings of High School Standard English Courses, Journalism Courses, and Other Elective Courses

	Standard English Courses (n=143)	Journalism Courses (n=143)	Other Elective Courses (n=88)
Competency Area			
Writing	10.53	11.35	10.20
Editing	8.89	9.84	7.99
Gathering/Use of Sources	4.39	4.64	4.15
Critical Thinking	18.85	18.58	17.42
Language Use	6.85	6.31	6.33
Affective Domain	11.27	15.15	14.63

Table 28

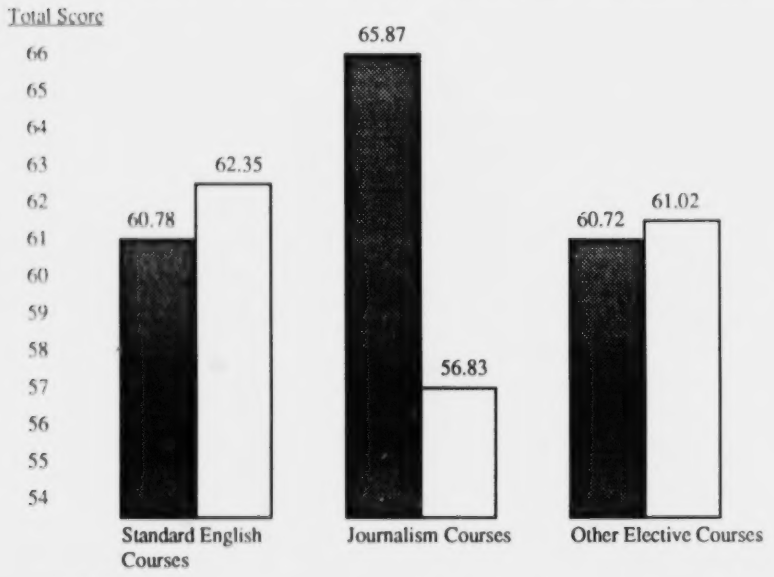
Language Arts Competency-Area Analysis Comparing Those College Students Who Had Taken a High School Credit Course in Journalism with Those Who Had Not, and Their Ratings of High School Standard English Courses, Journalism Courses, and Other Elective Courses

	Standard English Courses	Journalism Courses	Other Elective Courses
	Journ. (Non-J) n=143 (n=415)	Journ. (Non-J) n=143 (n=162)	Journ. (Non-J) n=88 (n=240)
Competency Area			
Writing	10.53 (10.62)	11.35 (9.34)*	10.20 (10.38)
Editing	8.89 (9.20)	9.84 (8.01)*	7.99 (8.53)
Gathering/Use of Sources	4.39 (4.48)	4.64 (3.90)*	4.15 (4.34)
Critical Thinking	18.85 (19.37)	18.58 (15.94)*	17.42 (17.89)
Language Use	6.85 (7.04)	6.31 (5.36)*	6.33 (6.03)
Affective Domain	11.27 (11.64)	15.15 (14.28)**	14.63 (13.85)

* t test difference significant beyond the .001 level
** t test difference significant beyond the .05 level

Table 29

Total-Score Results of ACT High School Language Arts Experiences Survey Comparing Those Students Who Had a Journalism Credit Course With Those Students Who Did Not



Relationship of Journalism Schools and Teacher Education

Journalism education and teacher education programs for secondary school advisers and teachers developed because of the increasing importance of the teacher's role and the subsequent value of the school publication to secondary schools. Student publications came first; teacher training programs for secondary teachers came later. Moreover, high school publications antedate the teaching of journalism in secondary schools.

Some knowledge of the development of scholastic publication programs is important if one is to understand why a decline in interest or support of university teacher-training programs is occurring.

Prior to 1920 the high school newspaper was still regarded as an experiment in many schools, and courses in "High School Journalism" were frowned upon by many educators. Even university schools of journalism did not favor high school courses. The period of rapid expansion in high school journalism and the publishing of high school newspapers began about 1920.

That year special training for high school journalism teachers and publications advisers began when Grant Milnot Hyde, University of Wisconsin journalism professor, organized the first university course to train teachers of high school journalism and advisers of student publications.

During the 1920s, student publications grew into ventures that affected school and community. Also, during this period three national scholastic press associations also--the National Scholastic Press Association, Columbia Scholastic Press Association and Quill and Scroll--were established.

During the 1940s and 1950s, school publications contributed to the patriotic surge of the country and in some quarters were curtailed to save paper.

It was during the late 1950s that the role of extracurricular activities, including journalism, was downplayed as emphasis shifted to math and science as a result of Russia's Sputnik.

It was not until the early 1960s that teacher training received attention with the creation of the Dow Jones Foundation Newspaper Fund. This organization has maintained through the years its support of teacher education by providing fellowships and scholarships to teachers.

It was also during the past 50 years that various

campuses, largely in the Midwest, developed workshops and training programs for teachers. The efforts grew out of a desire to serve local constituencies, but also to identify students who might later attend the universities. The programs expanded across the country as advisers committeed themselves to more education. The efforts of the Dow Jones Newspaper Fund were the major factor for this upsurge.

Teachers often attended one-, two- or three-week workshops. Some also enrolled in correspondence courses.

This report samples attitudes and status of the universities and colleges who provide or did provide journalism training programs. In some instances those programs offered teachers special training for their important role in the secondary school education.

The 186 schools were listed in the 1985-86 AEJMC membership when the questionnaire was mailed. One hundred twenty-nine of the schools answered the questionnaire fully or in part.

Of special importance to those interested in the report is the fact that schools of journalism are undergoing the stress of change in their interpretation of their role toward teacher education in journalism.

Forty-five states were represented in the survey. Only Delaware, Massachusetts, New Hampshire, Nevada and South Dakota were not represented by an institution offering journalism, and many states have at least one school of journalism offering an undergraduate program.

Among the schools which failed to answer the survey are some that are headquarters for scholastic press organizations, either of a statewide or regional basis. Therefore, the full picture of these schools and their relationships with high schools and teacher education programs was not available.

Thirty-nine responding schools, which have graduate programs and are accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), indicated they offered assistance to teachers by:

- publicizing workshops and summer courses (5 schools)
- offering graduate courses in advising (3 schools)
- offering summer workshops for teachers (11 schools)
- offering correspondence course (1 school)
- offering journalism courses for graduate credit (1 school)
- offering support through continuing education (2 schools)
- offering programs through independent study (1 school)

. offering "special rates" for teachers (no explanation provided, 1 school)

Two schools in the 39 said they had "no interest or participation from high school teachers," and 10 schools said they offered no encouragement to teachers.

Thirty-four schools indicated they provided the following activities for high school students:

. Press days (8 schools)
. High school journalism days (2 schools)
. Summer workshops (17 schools)
. Contests (3 schools)
. Summer camps (1 school)
. Teacher courses (3 schools)
. Fall seminars (2 schools)
. Experience on yearbook and newspaper for teachers (1 school)

Twenty-five of the 61 schools without accredited programs also listed activities such as the following:

. Summer workshops
. Fall workshops
. Press associations
. Annual contests
. Mass media days
. Journalism days
. Newspaper conference days
. Advisers' workshops
. Evening workshops
. Annual awards

Fifty-six schools said they offered no encouragement for teachers to pursue further journalism training. The five schools that believed they offered encouragement mentioned providing night courses and summer courses and varying them from term to term, scheduling courses for graduate credit, inviting teachers to conferences on broadcasting and work issues and holding seminars at high schools.

Of the 61 schools not accredited and with no graduate program, eight schools offered either a workshop or short summer course for teachers. Fifty-three offered no program in the summer. Thirty-seven reported no teachers taking classes in 1985. Twenty-four schools reported teachers attending courses or workshops in 1985, ranging in number from one to 15 teachers.

One school reported a workshop on the drawing board, and one reported offering one workshop at one time but getting no response from teachers.

Twenty schools offered no courses (regular or summer) of special interest to journalism teachers.

Of the 39 schools accredited and with a graduate program, 22 offered workshops or short summer courses. The number of teachers taking the courses varied from

seven to 150.

Of the 18 schools not accredited but with a graduate program, four reported offering short summer courses or workshops. One school offered a workshop occasionally. Thirteen schools offered none. Only six schools reported teachers taking courses in 1985, varying in number from one to 30.

CONCLUSIONS

While there are various activities going on in many schools, both in accredited and non-accredited programs, what is noticeable is the relative sameness of the programs and offerings for the past several decades.

Moreover, many schools have not been successful in encouraging teachers to attend courses or workshops and do not find such programs financially feasible or worthwhile. Teachers, meanwhile, claim schools do not offer courses that address their special needs. Instead, they say, they are required to take courses that offer little practical value.

Schools with graduate programs, accredited or non-accredited, appear to have stronger programs for teachers. Schools appear to acknowledge that teachers are a potential source of enrollment as they seek further training through graduate programs.

This brief survey suggests:

- Many journalism schools appear not to attract sufficient teachers to continue education training programs.
- Current programs need updating to continue to be fruitful.
- Many schools offer programs that fail to meet teacher needs.
- Schools with graduate programs appear more sensitive to the needs of teachers.
- Most states provide choices of schools for teachers to obtain further journalism studies.
- A study is needed to determine what attracts teachers to in-service programs that are successful.
- Successful programs need to be studied to determine how they have maintained contact with their trainees over the years.
- Studies are needed to determine why schools that are locations of scholastic associations falter in promoting strong programs.

--John M. Butler
Manship School of Journalism,
Louisiana State University
Baton Rouge, Louisiana

Proposed Standards for Teacher Education

The following standards were submitted in September 1986 by JEA to the National Association of State Directors of Teacher Education and Certification (NASDTEC). JEA requested the Committee's consideration of the standards. The NASDTEC manual is revised cyclically with one-fifth of the standards updated every year. The manual is used by at least half of the state certification directors. Journalism has not been included because required certification at the time of the manual's inception about 20 years ago.

Journalism. The following standards pertain to programs preparing teachers of journalism and school publications.

STANDARD I The program shall require study of composition including the following:

A. All types of journalistic writing: newswriting, feature stories, sports stories, depth stories, editorial and column writing and reviews
B. Types of leads for news, features, sports and editorials
C. Other special writing such as headlines and cutlines
D. Research writing, including use of library research materials and interviewing techniques with the proper usage of quotes
E. Study of grammar, punctuation and style, combined with basic copyediting techniques, including the proper usage of rhetorical elements such as unity, coherence and emphais, the proper usage of editorial elements, spelling, agreement, tense and voice.

STANDARD II The program shall require study of language including the following:

A. Books discussing semantic and other aspects of language
B. Processes to show how proper usage of words can influence, inform and entertain readers
C. Language for specific audiences, management and control, such as political rhetoric and advertising.

STANDARD III The program shall require the study of literature including the following:

A. Approaches to literary analysis and criticism

B. Representative works of biographies and autobiographies of current and past journalists, fiction and non-fiction books on media
C. Literary works of famous journalists which discuss contemporary issues and theories
D. Literary works with examples of good reporting.

STANDARD IV The program shall require study of history of journalism, including the following:
A. History of American journalism and mass communication
B. Famous newspapers, including The New York World, The New York Tribune, The New York Herald, The New York Sun
C. Famous journalists such as Greeley, and Zenger
D. The changing nature of media as a result of technological and social development.

STANDARD V The program shall require a study of laws and ethics related to journalism, including the following:
A. Rights and responsibilities of reporters, advisers and administrators
B. Ethical decisions
C. Legal terms such as libel, slander, invasion of privacy and obscenity
D. Publications and editorial policies
E. Various court cases which pertain to the high school press.

STANDARD VI The program shall require a study of other basic areas of journalism, including the following:
A. Photography, which includes how to take, develop and print a picture as well as how to distinguish composition of a good picture
B. Design techniques for layout and graphic arts in preparing all kinds of publications
C. Advertising techniques to include the art of selling and designing all kinds of advertisements for different audiences
D. Publications management, including finances and circulation
E. Publishing, word processing and computer programs for school publications.

Standards were developed for JEA submission by Ron Clemons and Homer L. Hall

Commission Conclusions

At its final meetings November 21, 1986, the Commission accepted the following conclusions:

1. Journalism programs are at risk because of:

   . Declining academic status
   . Lack of training and certification
   . Censorship
   . Financial difficulties
   . Declining student enrollments
   . Insufficient support from professional media, colleges, counselors and colleagues

2. Strong journalism programs have significant academic and human development value for participants because they:

   . Promote cross-disciplinary strengths
   . Develop and utilize critical thinking skills
   . Emphasize writing and the writing process
   . Stress writing for a "real world" and require consideration of consequences of freedoms as student journalists

An opportunity to publish or be published offers strong experience to motivate and refine communication skills.

Student management and control of publications can develop and promote freedom with responsibility.

Strong journalism programs are an integral and respected part of scholastic curricula, and in many high schools students receive academic credit for introductory and advanced courses.

Strong journalism programs require adequate, continuing financial support by administrations.

Strong journalism programs allow students and teachers to receive enrichment experiences through workshops, seminars and conferences.

3. The key to a sound program is a qualified teacher.

   . A journalism degree, professional experiences and/or demonstration of subject area competency is necessary.
   . Publication advisers need the freedom to teach

without fear of illegal or unjustified outside pressures.

4. Higher education has not assumed a sufficiently aggressive role in nurturing scholastic journalism.
   - Colleges and universities often do not accept academic-based secondary journalism courses for academic credit when evaluating applicants' admission records.
   - College and university jounalism departments often do not identify prospective journalism teachers and provide a curriculum to prepare them for the profession.
5. Generally, professional media have not recognized nor supported scholastic journalism.
   - Media often do not recognize the value and purpose of scholastic journalism.
   - Media, in many towns, have not defined their responsibilities to local journalism programs and rarely have provided financial support, internships and scholarships, recognition awards, defense of First Amendment rights and in-class professional support.

Part I

Analyses of 19,249 students who had taken ACT Assessments during the 1982-1983 testing period and who completed one year of college during 1983-1984 reveal the following: When compared with students who did not serve on the staff of a school newspaper or yearbook in high school, students who did serve on the staff of a newspaper or yearbook:

1. Had significantly higher cumulative grade point averages for their first year of college.

2. Had significantly higher English grades earned during their first year of college.

3. Earned significantly higher ACT Composite, English and Social Assessment scores.

4. Earned significantly higher cumulative high school grade point averages when the final courses completed prior to the ACT Assessment in core courses were averaged.

5. Earned significantly higher grades in the final high school course taken prior to taking the ACT test in each of the following core courses:

English, social studies, mathematics and natural science.

6. Publications experience surfaces as an excellent predictor of freshman college cumulative grade point average.

Part II

Analyses of 1,204 selected students who had taken the ACT Assessment in 1983-1984 and who had taken the ACT COMP Prospectus Writing segment as college freshmen in 1984-1985 reveal the following: When compared with students who did not serve on the staff of a high school newspaper or yearbook, students who did serveon the staff of a newspaper or yearbook:

1. Were four times more likely to choose communications as a college major or career choice.

2. Had significantly higher ACT COMP Total Writing scores.

3. Had higher ACT COMP Writing subunit scores in Audience, Language and Organization.

When students were grouped by ability levels according to ACT Composite scores, students with publications experience:

4. Had higher COMP Total Writing scores in all four ability groupings.

When students were grouped by ability levels according to ACT English Assessment scores, students with high school newspaper or yearbook experience:

5. Had higher ACT COMP Total Writing scores in three of the four ability groupings.

6. Had higher Writing Audience and Organization in three of the four ability groupings.

7. Had higher Language Writing scores in all four ability groupings.

Part III

Results of an ACT Survey of 558 college freshmen in March 1986 reveal that when compared with students who did not take a journalism course, those students who did take at least one high school journalism course tended to:

1. Rate journalism as No. 1 in 16 of 29 general language arts competencies.

2. Select journalism as having fulfilled the general language arts competencies better than either standard English or other elective courses.

3. Rate journalism higher than did the non-journalism students in their ratings of standard English courses or other elective courses.

4. Select journalism courses as better fulfilling the following competencies than did either standard English or other elective Courses: writing, editing, gathering information/use of sources, and affective domain.

5. Have higher evaluations of most of the 29 language arts competencies in journalism courses than those students listed under the "Journalism Course" category but who had taken only "Newspaper" or "Yearbook" or something other than journalism.

6. Have lesser opinions of standard English courses or other elective courses in language arts than their counterparts with no journalism course background.

7. Were 10 times more likely to select communications as their college major than students who had neither high school publications experience nor a course in high school journalism.

Commission Recommendations

Based on its research and conclusions, the Commission, at its November 21, 1986 meeting, approved the following recommendations:

1. Because strong journalism programs have significant academic and human development value,

Because strong journalism programs offer students excellent classroom experiences and directed independent study in a laboratory setting, which enables students to develop and refine communication skills,

Because student management and control of publications can develop and promote responsibility,

Because professional journalists point to high school journalism programs as a critical factor in their career choice, and students with training in strong journalism programs point to those courses and teachers as critical factors in preparation for diverse college and career options,

And because research conducted through the American College Testing Service indicates a strong, positive relationship between work on publications and success in high school and college, The Commission recommends that minimum standards be established for academically qualified journalism teachers,

that minimum standards be established for the curriculum of academic-based journalism courses,

that academic-based journalism courses be promoted and supported as an essential component of a complete high school curriculum,

that academic-based journalism courses carry credit toward graduation equivalent to that given any other language arts writing course,

and that colleges accept credit granted in academic-based high school journalism courses at the same level as would be given other advanced writing courses.

2. Because academically qualified journalism teachers are essential to academically based journalism courses,

And because an emphasis on writing skills within a program based on diverse journalistic involvement is essential to an academic-based journalism course, the Commission recommends:

1. JEA appoint within six months a person to coordinate dissemination of Commission conclusions and help implement recommendations.

2. Professional media, higher education, industry associations and scholastic press associations assist JEA to disseminate Commission conclusions and to help implement recommendations.

The JEA Commission recognizes the reality of "journalism at risk" in high schools across the nation. We listened to many examples of inadequate support from school boards, administrators, counselors and fellow teachers. We heard pleas from journalism teachers for a more active role by both scholastic and professional press associations at the state, regional and national levels. And we listened to suggestions that the professional media give much more direct help in developing and maintaining high school journalism programs.

The JEA Commission also recognizes that all journalism forces must now unite for affirmative action if high school journalism with its inherent benefits is to flourish.

We strongly believe that journalism can be a powerful educational force in high schools. We know, however, that success depends on more than the adviser and the student journalists. We appeal for cooperation to help assure excellence in journalism education.

Local media

1. Local media should assume a more active role on the local level by providing support in the form of scholarships, internships, awards and equipment.

2. Local media should assist in underwriting costs of attending workshops and seminars.

3. Local media should provide professionals for in-class support, and should serve as watchdogs for student press freedoms.

4. Local media should help the community understand the role of scholastic journalism.

5. Local media should publicize the accomplishments of student publications and should monitor administrative support of publications.

Professional press associations

Press associations, whether state, regional or national, need to study and to re-evaluate their services to high school journalism programs to ensure an emphasis upon initiating or upgrading academic-based journalism courses and publications in schools of all sizes.

1. Professional press associations should work with scholastic press associations to develop criteria for excellent programs and should work with school systems to upgrade journalism programs.

2. Professional press associations should develop materials for local newspapers to use in educating boards of education, school administrators and other parties concerning the value of journalism education.

3. Professional media associations should support scholastic journalism by providing resources, financial grants, recognition of excellence and professional expertise.

National associations for scholastic journalism

National scholastic press associations, both for students and adults, must assess their in-service offerings to member schools to provide more direction and guidance in the development of academic-based journalism courses and publications in addition to their traditional emphasis on ratings, awards, contests and conventions.

1. National scholastic press associations should assume a more visible and aggressive posture in the promotion and defense of scholastic journalism.
2. National scholastic press associations should work wiht state scholastic press associations to coordinate programs among their constituents.

3. National scholastic press associations should advocate minimum certification standards for journalism educators.

4. JEA should establish model curriculum and course outlines and model guidelines for advisers. JEA should circulate the outlines to state curriculum directors, college journalism deans or chairs and state scholastic press associations.

5. JEA should initiate the development of a performance-oriented Advanced Placement journalism examination that is similar to tests administered in other academic areas.

6. AEJMC should work with college journalism departments to develop programs for teacher/adviser preparations.

State press assocations

The state high school press associations, usually connected to colleges of journalism, especially through teacher accreditation and curriculum development.

1. State scholastic press associations should cultivate relations with professional media and other parties that could aid scholastic journalism.

2. State scholastic press associations should promote and support strong journalism programs. They should also provide recognition for outstanding publications and raise the overall mechanical, ethical and journalistic standards of student publications.

3. State scholastic press associations should open dialogue with state education agencies and maintain an open communication with state education association officials to effect possible changes in curriculum and graduation requirements.

Higher education

Colleges and universities offering teacher training programs must accept the responsibility to develop programs that will encourage academic-based journalism programs in all high schools. Journalism departments or schools need to take the initiative within colleges and universities.

1. Colleges and universities should examine course offerings and make adjustments to meet teacher and secondary needs.

2. Colleges and universities should re-examine admission standards to define components of secondary journalism courses that would be accepted for academic credit.

3. Colleges and universities should offer master's degree programs and continuing education programs that focus on journalism teacher/adviser preparation as a career option.

4. Colleges and universities should offer in-school and/or off-campus assistance for scholastic journalism programs.

5. Colleges and universities should lobby for the development of a performance-oriented Advanced Placement journalism education.

6. Colleges and universities that sponsor state scholastic press associations should hire adequately prepared personnel to serve as directors of state scholastic press associations and provide adequate time and financial support for the program.

School boards

Community school districts, through the policy-making decisions of school boards, must provide students the opportunities to experience the democratic traditions of freedom of expression and freedom of the press by directing their administrators to develop academic-based journalism courses.

1. School boards should establish and effect policies to assure excellence in journalism education programs.

2. School boards should seek qualified journalism teachers and advisers.

3. School boards should defend teachers and administrators from unwarranted outside pressures.

4. School boards should establish procedures to assure the First Amendment press rights for students publications are upheld.

5. School boards should provide release time and/or monetary compensation to publication advisers.

6. School boards should provide financial support for equipment, textbooks, supplemental material and other supplies.

7. School boards should support continuing education to upgrade journalism teacher proficiency and adviser skills.

School administrators

Superintendents and principals of individual school districts must cooperate with curriculum developers to ensure that journalism be an academic-based credit course and that publications be free from censorship and other problems that impede production.

1. School administrators should recognize components of excellent journalism programs.

2. Administrators should provide support for their journalism programs with facilities, equipment, financial support and a trained teacher.

3. Administrators should structure teaching assignments that allow teachers to fulfill the demands of advising.

4. Administrators should support First Amendment freedoms of scholastic journalists.

5. Administrators should provide stipends to journalism teachers comparable to those paid other activity sponsors.

Guidance counselors

Journalism teachers need to work closely with guidance counselors so that counselors understand the values of journalism courses and the role of publications in improving student communication skills and in promoting career exploration.

1. Guidance counselors should know components of excellent journalism programs and guide into the program students who would profit from exposure to the inherent academic and practical skills.

2. Guidance counselors should recognize the academic nature of journalism and its broad career implications.

3. Guidance counselors should encourage talented and interested students to enroll in journalism and publications courses by helping them include the courses in their high school master plans.

Advisers

Advisers must accept the professional responsibility to improve their own educational preparation and to serve as teachers and advisers of academic-based journalism programs.

1. Advisers should make local media aware of the attributes and special problems of secondary journalism education and seek support from them.

2. Advisers should participate in scholastic press and journalism adviser associations.

3. Advisers should communicate with administrators the goals and aspirations as well as the concerns and the problems of their journalism program.

4. Advisers should communicate with parents and parent organizations the successes and needs of the journalism

program.

5. Advisers should seek continuing education to be informed about changes in the profession.

6. Advisers should seek the support of colleges and universities to meet the needs of scholastic journalism programs.

Model Guidelines: Job Description for Publication Advisers

The Journalism Education Association urges advisers and school systems to consider these guidelines as a working document. They should be adapted to fit individual needs of each school's journalism program while upholding the principles expressed.

Student publications are a valid and integral part of the educational system. They are recognized by that system as providing students with a hand-on learning laboratory that gives them the chance to put into practice the most noble ideals of English, social studies and other core areas of learning.

As such, the school recognizes and accepts the obligation to conduct all journalism learning experiences in as complete and as professional a manner as possible, and, whenever possible, will hire a state certified and qualified journalism teacher/adviser as part of its commitment to excellence.

Responsibility of the adviser:

1. Produce a journalistically professional learning atmostphere and experience for the students, allow them to make decisions concerning content of the publication, and ensure the publications will remain an open forum.

2. Work with students to increase their competency in the following areas:
 a. determining news values
 b. selecting news stories and in-depth stories
 c. selecting feature stories
 d. selecting sports stories
 e. selecting opinion articles
 f. developing and applying legal and ethical knowledge
 g. learning aspects of the interviewing process
 h. learning aspects of journalism research skills
 i. learning aspects of journalism note-taking skills
 j. learning aspects of source identification and use
 k. learning aspects of proper attribution in stories
 l. writing news stories
 m. writing feature stories
 n. writing sports stories
 o. writing in-depth stories
 p. writing editorials
 q. writing columns and commentary
 r. writing reviews

s. learning journalism editing procedures as part of the writing process
t. developing art ideas and producing art work
u. developing design ideas
v. designing and laying out pages
w. learning the photographic process
x. identifying new trends in content and design
y. learning advertising procedures
z. learning to use the computer in publications work.

3. Provide the students with an educated, professional role model as adviser and serve as a motivator and catalyst for ideas and professionalism.

4. Evaluate student participation by using journalism standards.

5. Act as an educational resource for legal freedoms and restrictions for students and encourage discussion of ethics and content.

6. Provide the opportunity for students to produce a publication consistent with the First Amendment and court decisions, without faculty or administrative censorship, within the standards of professional journalism and the Society of Professional Journalists/Sigma Delta Chi's Code of Ethics.

7. Act as a helpful adviser, but not as a censor, to students in all steps of publishing. In terms of unprotected speech, the adviser's role will be to act as a consultant and as an educator.

8. Develop, with the staff, an editorial policy consistent with legal precendent, court decisions and professional journalistic freedoms which will also be agreed upon and signed by the principal.

9. Help the staff establish policies that include
a. roles of all staff positions
b. role of the editorial board
c. standards of profesisonal journalism and procedures for the staff
d. style and design guidelines
e. a code of ethics for the publication and staff
f. advertising procedures
g. staff application and selection policies
h. staff member removal policy
i. appeals procedure
j. credit procedure
k. photography rules and guidelines
l. computer training

m. equipment use rules
n. office guidelines
o. decision making and consultation.

10. Work with students
a. in regular planning sessions with the staff
b. in regular training sessions in all aspects of journalism
c. in meeting schedules and deadlines
d. in counseling staffers in the coverage of school life
e. in the process of gathering information.

11. Order supplies and equipment; supervise the distribution, collection, maintenance and inventory control of such equipment in accordance with publication needs and school policy.

12. Supervise the financial status of the publication, and encourage fiscal responsibility.

Further, the adviser is encouraged to support the following actions:

1. Work with students to determine publication size and frequency, based on content considerations and a workable publication and distribution policy.

2. Work with faculty and administration to help them understand the freedoms accorded students and the goals of the publication.

3. Belong to professional and educational organizations, and participate, with the students, in activities of these organizations, including local, state, regional and national conventions/seminars.

4. Be aware of the trends in journalism and share them with students.

5. Urge students to attend summer journalism workshops and conventions so they may improve their skills. If necessary, the adviser will make every effort, with the school system's assistance, to pay part of the cost of the workshops through special money-raising activities or special advertising campaigns.

6. Be a source of information for prospective staff, and work with English teachers and others in an effort to recruit new staff members, including minorities.

7. Submit the publications and contributions of students to rating services and contests so the student staff receives feedback.

8. Provide the staff with information about journalism scholarships and other financial aid as well as about journalism as a career.

9. Establish an exchange with other schools in the region, state and nation to share ideas and to be aware of trends. The program may include participation in national student wire services.

Before the adviser can be expected to advise and teach competently, the school board and administration should fulfill the following obligations:

1. Provide a qualified and/or certified adviser who can competently advise students.

2. Provide extra planning time for the adviser within the school day in consideration of the schedule and outside-of-school time demanded.

3. Provide adequate financial support for the publication so it may continue to publish and to perform as a valuable educational learning experience for students and community readers as well as for staff members.

4. Provide adequate support in the form of equipment and supplies so the publication can be technologically up-to-date.

5. Provide time for the adviser to attend and participate in seminars, workshops and conventions and to accompany students to such meetings so they may improve their skills.

6. Agree through an editorial policy that the content of the publication is the responsibility of the students who have rights guaranteed by the First Amendment.

7. Ensure the publication will remain an open forum for student expression at all times.

8. Establish a priority for publishing and printing that is consistent with the First Amendment and educational concept of the publication.

Guidelines were originated by John Bowen and approved by JEA Board of Directors

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Professional associations

Professional organizations that have shown support, sponsored meetings or made reports on secondary school journalism during the study:

American Newspaper Publishers Association (ANPA)
The Newspaper Center
Box 17407, Dulles Airport
Washington, DC 20041
(703) 648-1000

American Society of Newspaper Editors (ASNE)
Box 17004
Washington, DC 20041
(703) 620-6087

Association for Education in Journalism and Mass Communication, (AEJMC) Secondary Education Division, Association of Schools of Journalism and Mass Communication, and AEJMC Affiliates
1621 College Street
University of South Carolina
Columbia, SC 29208-0251
(803) 777-2005

Associated Press Managing Editors (APMEO)
Education Committee
Associated Press
50 Rockefeller Plaza
New York, NY 10020

College Media Advisers
Journalism Department
Memphis State University
Memphis, TN 38152
(901) 454-2403

Southern Newspaper Publishers Association
P.O. Box 28875
Atlanta, GA 30328
(404) 256-0444

Society of Professional Journalists, Sigma Delta Chi
Executive Offices
53 W. Jackson Blvd. Suite 731
Chicago, IL 60604
(312) 922-7424

National Scholastic Press Association
620 Rarig Center, 330 21st Ave. So.
University of Minnesota
Minneapolis, MN 55455
(612) 373-3180

National Federation of Press Women, Inc.
P. O. Box 99
Blue Springs, MO 64015

Professional School Photographers of America
3000 Picture Place
Jackson, MI 49201

Yearbook Publishers Association
3000 Picture Place
Jackson, MI 490201

FINANCIAL SUPPORT FROM:

American Newspaper Publishers Foundation
The Newspaper Center, Box 17404
Dulles Airport
Washington, DC 20041
(703) 648-1000

Dow Jones Newspaper Fund, Inc.
P.O. Box 300
Princeton, NJ 08540-0300
(609) 452-2820

Gannett Foundation
Lincoln Tower
Rochester, NY 14604

My high school journalism teacher left most of us with a respect for excellence, chiefly by teaching. There was a pay-off — seeing good work displayed. He taught that by example.
Daily columnist

Information about secondary journalism may also be obtained from the following national associations:

Columbia Scholastic Press Advisers Association
Box 11, Central Mail Room
Columbia University
New York, NY 10027-6969
(212) 280-3311

Journalism Education Association
P.O. Box 99
Blue Springs, MO 64015
(816) 229-1666

Quill and Scroll Society
School of Journalism and Mass Communication
The University of Iowa
Iowa City, IA 52242
(319) 353-4475

Student Press Law Center
800 18th St. N.W., Suite 300
Washington, DC 20006
(202) 466-5242